Course Approval and Quality Manual

Consolidated Policies and Procedures

ISSUED BY: Deputy Vice-Chancellor, Academic

Category: Students
Teaching and Learning
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1. Introduction

This manual is a consolidation of policies and procedures relating to course approval and quality at Curtin University. The full title of the manual is “Course Approval and Quality Manual – Consolidated Policies and Procedures”. It can be referred to and cited as “Courses Manual”.

Curtin policy on course matters is designed to be compliant with the Australian Qualification Framework (AQF) and the Higher Education Standards Framework particularly the Threshold Standards as they relate to policy on course quality and standards.

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. There will be an annual publication of the up to date policy with a review of the whole manual every three years. However, policy can evolve between editions so the online version available on the Curtin website will be maintained with latest policy.

Unless otherwise specified, all decisions and actions relating to course matters made on or after 1 July 2013 are subject to the policies and procedures contained in this manual.

The inaugural edition of the Courses Manual replaces the following policies and procedures:

- Academic Award Structures Policy and Procedures
- Collaborative Awards Procedures
- Course Approval Policy and Procedures
- Course Nomenclature Policy
- Course Review Policy
- Discontinuing Courses Policy and Procedures
- Double Degrees Policy
- Flexible Learning Policy and Procedures
- Faculty Advisory Councils and School Advisory Boards Policy
- Graduate Attributes Policy
- Honours Degrees Policy and Procedures
- Language of Instruction Policy
- Postgraduate and Graduate Coursework Degree Policy
- Regulations for Bachelors Degrees Policy
- Service Teaching Policy
- Student Evaluation of Learning and Teaching Policy
- Student Evaluation of Learning and Teaching Procedures
- Textbooks Policy and Procedures
- Units Policy and Procedures
- Unit Outline Policy

ACKNOWLEDGEMENTS

This manual was produced by a working party of the Courses Committee.

Professor Jill Downie
Deputy Vice-Chancellor, Academic
14 June 2013

APPROVAL DETAILS

Endorsed by: Courses Committee
Approved by: Academic Board
Issued by: Deputy Vice-Chancellor, Academic
2. Inclusions

The contents of this manual apply to all courses owned by Curtin with a coursework component. This includes all Curtin courses offered through Open Universities Australia unless otherwise specified.

For higher degrees by research (HDR), please consult the Curtin websites listed below.

http://research.curtin.edu.au/guides/forms/gradstudiespolicies.cfm#rules

- Rule No. 10 Pursuant to Statute 12 - Enrolment: Degree of Doctor by Research (10/08/11)
- Rule No. 11 Pursuant to Statute 12 - Enrolment: Degree of Master by Research (10/08/11)
- Rule No. 13 Pursuant to Statute 12 - Enrolment: Higher Doctoral Degrees (7/12/05)
3. Key principles

The foremost principle is that Curtin’s courses are of the highest quality and must be compliant with the Australian Qualifications Framework and the Higher Education Standards Framework. The Threshold Standards defines the following course-related standards:

Provider course accreditation standards
As a self-accrediting authority, Curtin:

- has highly effective academic governance processes and a robust internal capability to monitor and improve its higher education courses of study;
- provide for appropriate development of key graduate capabilities in students including English language proficiency;
- demonstrates sustained scholarship in respect of the course(s) of study, which informs teaching and learning for the course(s) of study;
- has a history of successful operation of the course(s) of study including systematic, mature internal processes for course quality assurance and the maintenance of academic standards and academic integrity;
- achieves and maintains appropriate professional accreditation of the course(s) of study.

Curtin attends to the following standards:

- Course design is appropriate and meets the qualification standards.
- There are robust internal processes for design and approval of the course of study.
- The content of the course of study is drawn from a substantial, coherent and current body of knowledge and scholarship.
- The design of the course of study shows appropriate consideration of entry and exit pathways.
- Course documentation clearly presents the rationale, objectives, structure, delivery methods, assessment approaches and student workload requirements.
- Course documentation shows that the course of study has an overall coherence and is designed to provide appropriate engagement by students in intellectual inquiry consistent with the nature and level of the units being taught.
- The course is designed to ensure equivalent student learning outcomes regardless of a student’s place or mode of study.

Curtin ensures the standards on course resourcing and information are met:

- Resourcing for the course of study is adequate to meet the projected enrolments.
- All students readily have access to electronic and/or physical library and information resources required to achieve the learning outcomes of the course.
- There are adequate IT resources to facilitate student learning consistent with course requirements, as well as necessary access to specialised teaching facilities.
- Accurate and current information and advice about the course is provided to prospective and current students.

Course monitoring, review, updating and termination at Curtin are appropriately managed:

- The course of study is systematically and coherently updated, through Annual and Comprehensive Course Review.
- Should Curtin discontinue the course, there are effective teach out or course transition plans for all students enrolled in the course of study to ensure that these students are not disadvantaged.

Qualification standards
Higher education awards delivered by Curtin meet the appropriate criteria:
Awards which may lead to a qualification located at levels 6, 7, 8, 9 or 10 of the Australian Qualifications Framework (associate degree through to doctoral degree) meet the corresponding specifications defined in the Framework.

<table>
<thead>
<tr>
<th>AQF Level</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Associate degree</td>
</tr>
<tr>
<td>7</td>
<td>Bachelor degree</td>
</tr>
<tr>
<td>8</td>
<td>Bachelor honours degree; Graduate Certificate; Graduate Diploma</td>
</tr>
<tr>
<td>9</td>
<td>Master degree – research, coursework</td>
</tr>
<tr>
<td>10</td>
<td>Doctoral degree – research, professional</td>
</tr>
</tbody>
</table>

Principles derived from these standards are:

- Curtin is compliant with the Australian Qualification Framework as the national policy specifying regulated higher education qualifications in Australia.
- Course design involves proposal and approval processes that are effective, efficient and innovative.
- Curriculum in all courses is aligned with Curtin plans and strategies including
  - Curtin’s Graduate Capabilities
  - Work Integrated Learning and authentic assessments
  - High quality student experiences
  - Expectations of Curtin’s partners and employers and related professions and industries.
- Course review and renewal or termination involves systemic, rigorous processes and tools that are evidence based and collaborative.

A final aspiration for Curtin’s course designers and teaching staff may be derived from Curtin’s Mission and Vision statements.

This Manual is defining boundaries and baselines within which the application of Curtin’s mission of “innovation and excellence in teaching…” makes us aspire to achieve the vision of courses that “will develop skill sets that define our career-ready graduates” on the way to becoming a “recognised international leader in research and education”

The approval of University policies relating to courses resides with Academic Board.
4. Course approval

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
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<td>4.1.2</td>
<td>Level 2 Change – Changes to the Design and Delivery of Courses and Components Procedures</td>
<td>20</td>
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<tr>
<td>4.1.3</td>
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<td>Level 4 Change – Establishing New Courses and Components Procedures</td>
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<td>Courses and Components Deactivation Procedures</td>
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<td>4.3</td>
<td>Collaborative Awards</td>
<td>47</td>
</tr>
</tbody>
</table>
4.1 Courses and Components - Approval and Deactivation Policy

1. PURPOSE
To set out the University’s procedures for the approval of new study packages (courses, majors, minors, streams and units, including thesis units), changes to, reactivations and deactivations of existing study packages offered at all Curtin campus locations in Australia, including Open University Australia (OUA).

2. POLICY STATEMENT

2.1. Approval of new, changes to, reactivations and deactivations of courses, majors, minors, streams and units will be undertaken in a transparent, justified and planned manner in collaboration with relevant internal and external stakeholders.

2.2. Courses, majors, minors, streams and units will be developed, changed, reactivated or deactivated with due consideration to sustainability, the study progression of domestic students and international students (including Curtin-OUA students), and the approval timelines established at Curtin and OUA.

2.3. Courses will be compliant with relevant legislation and codes, including but not limited to:
- Australian Higher Education Standards Framework;
- Australian Qualifications Framework;
- Competition and Consumer Act (2010)
- Professional accreditation standards, and
- Education Services for Overseas Students (ESOS) Regulatory Framework.

2.4. Courses will align with the University’s vision and strategic directions, and contribute to the University’s reputation.

2.5. Academic governance process used for approving new, changes to, reactivations or deactivations of courses, majors, minors, streams and units will be independent of the staff involved in their design, delivery and assessment.

2.6. Study package new and change approval documentation will be developed and maintained by Courses Management.

2.7. Study package-related Conventions will be managed by Courses Management and noted by Courses Committee, including but not limited to:

2.7.1. Levels of Change Conventions;
2.7.2. Study Package Coding and Naming Conventions, and
2.7.3. Curtin-OUA Equivalence Conventions.

2.8. The Levels of Change Conventions will be used to determine the relevant level of the change to courses and their components.

2.9. The appropriate Level of Change Procedure for all Curtin courses and components, including those offered through Curtin-OUA will be adhered to.

- **Level 1 Change – Limited Changes to Courses and Components Procedures** will be used for all proposed limited changes to courses and their components approved by the Dean of Teaching and Learning, or the Director of Learning Design, Curtin Teaching and Learning for non-faculty areas.

- **Level 2 Change – Changes to Design and Delivery of Courses and Components Procedures** will be used for all proposed changes to courses and their components approved by the Faculty Courses Committee.
• **Level 3 Change – Changes to Profile of Courses and Components Procedures** will be used for all proposed changes to courses and their components recommended by Courses Committee.

The Deputy Vice Chancellor, Academic will approve all proposed changes, except those that:

i. Involve badging with other institutions;
ii. Would be taught in a language other than English;
iii. Vary from the standard Australian Qualifications Framework terminology or from standard course durations, or
iv. Represent a change to the field of the University’s educational activity.

The Academic Board will approve proposed changes where any of the conditions specified in clauses i to iii above apply.

The Council will approve proposed changes where the condition specified in clause iv above applies.

• **Level 4 Change - Establishing New Courses and Components Procedures** will be used for all new study packages.

The Deputy Vice Chancellor, Academic will approve proposed new entry and exit awards for existing courses, majors that are existing educational activity, minors, streams and units, including except those that:

i. Involve badging with other institutions;
ii. Would be taught in a language other than English;
iii. Vary from the standard Australian Qualifications Framework terminology or from standard course durations, or
iv. Represent a change to the field of the University’s educational activity.

The Academic Board will approve proposed new courses and where the conditions specified in clauses i to iii above apply to any proposed new course, major, minor, stream or unit.

The Council will approve new educational activity or changes to existing educational activity where the condition specified in clause iv above applies.

2.10. The **Courses and Components Deactivation Procedures** will be used in the discontinuation of all Curtin courses and components, including those offered through Curtin-OUA.

2.11. **Study Package Coding and Naming Conventions** will be adhered to in the nomenclature of Curtin courses and components, with additional consideration to Curtin-OUA coding requirements.

2.12. Curtin-OUA courses and components will be approved at Curtin prior to their approval and delivery through Curtin-OUA.

2.13. The **Curtin-OUA Equivalence Conventions** will be met for all courses and components offered at Curtin-OUA where an equivalent exists at Curtin. Where Curtin and Curtin-OUA equivalence cannot be achieved or is considered inappropriate, an academic defence will be submitted and considered a Level 3 Change in accordance with Level 3 Change – Changes to Profile of Courses and Components Procedures.

2.14. The Level 1 and Level 2 Change Registers will be maintained as a record of all changes approved by the designated authority and used to generate summary statistics for auditing and committee reporting purposes in the Level 1 and 2 Change Reports.

2.15. Deadlines for the receipt of documentation by Courses Management to meet University and OUA approval committees will be published for each calendar year.
<table>
<thead>
<tr>
<th>Idea</th>
<th>Recommendation</th>
<th>Approval</th>
<th>Noting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1 Change</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed &amp; Submitted by Director of T&amp;L / Head of School/Area</td>
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<tr>
<td></td>
<td></td>
<td>Curtin OUA changes approved by OUA</td>
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<tr>
<td></td>
<td></td>
<td>Approved by Dean T&amp;L</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>* Faculty CC: Monthly reporting * CC: Quarterly reporting</td>
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<tr>
<td><strong>Level 2 Change</strong></td>
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<tr>
<td>Signed/Submitted by: * Director of T&amp;L / Head of School/Area * Dean T&amp;L</td>
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<tr>
<td></td>
<td></td>
<td>Curtin OUA changes approved by OUA</td>
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<td></td>
<td>Approved by Faculty CC</td>
<td></td>
</tr>
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<td></td>
<td>* CC: Quarterly reporting</td>
</tr>
<tr>
<td><strong>Level 3 Change</strong></td>
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<td></td>
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</tr>
<tr>
<td>Signed/Submitted by: * Director of T&amp;L / Head of School/Area * Dean T&amp;L</td>
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<tr>
<td></td>
<td></td>
<td>Recommended by: * UGSC (if research) * Faculty CC * CC</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Approved by DVC(G) or AB or Council</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>* Academic Board: Annual reporting</td>
</tr>
</tbody>
</table>
### Table 2: Approval Process for New Minors and Streams

| Level 4 criteria relate to proposed new educational business at Curtin |

<table>
<thead>
<tr>
<th>Idea</th>
<th>Recommendation</th>
<th>Approval</th>
<th>Noting</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Minors &amp; Streams</td>
<td>Recommended by: * Faculty CC * CC</td>
<td>Approved by DVC(E) or AB or Council</td>
<td>* Academic Board Annual Reporting</td>
</tr>
<tr>
<td>Signed/Submitted by: * Director T&amp;L / Head of School/Area * Dean T&amp;L</td>
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</tr>
</tbody>
</table>

### Table 3: Approval Process for New Majors or Honours Streams (existing educational activity)

| Level 4 criteria relate to proposed new educational business at Curtin |

<table>
<thead>
<tr>
<th>Idea</th>
<th>Recommendation</th>
<th>Approval</th>
<th>Noting</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Majors or Honours Streams (existing educational activity)</td>
<td>Recommended by: * Faculty CC * CC</td>
<td>Approved by: * PVC</td>
<td>Business Case * Faculty CC * CC</td>
</tr>
<tr>
<td>Business Case</td>
<td>Signed/Submitted by: * Director T&amp;L / Head of School/Area * Faculty Business Manager * Dean T&amp;L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Development</td>
<td></td>
<td>Approved by DVC(E) or AB or Council</td>
<td></td>
</tr>
<tr>
<td>Signed/Submitted by: * Director T&amp;L / Head of School/Area * Dean T&amp;L</td>
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</tr>
</tbody>
</table>

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Table 4: Approval Process for New Courses and Majors (New Educational Activity)

Level 4 criteria relate to proposed new educational business at Curtin.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Recommendation</th>
<th>Approval</th>
<th>Noting</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course/Major Concept Proposal</td>
<td>Endorsed by Senior Executive Team</td>
<td>Curtin QUA EOI approved by QUA</td>
<td></td>
</tr>
<tr>
<td>Expression of Interest (Curtin-OUA only)</td>
<td>Signed &amp; Submitted by Director T&amp;L, Head of School/Area</td>
<td>Approved by: PVC</td>
<td>Business Case</td>
</tr>
<tr>
<td>Business Case</td>
<td>Signed/Submitted by: * Director T&amp;L, Head of School/Area * Faculty Business Manager * Dean T&amp;L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Development (with CTL &amp; Support Services)</td>
<td>Recommended by: * UQSC (of research) * Faculty CC * CC</td>
<td>Approved by: All or Council</td>
<td></td>
</tr>
<tr>
<td>New Courses &amp; Majors (new educational activity)</td>
<td></td>
<td>Curtin-OUA changes approved by QUA</td>
<td></td>
</tr>
</tbody>
</table>

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3. RESPONSIBILITY FOR IMPLEMENTATION, COMPLIANCE MONITORING, MEASURING AND CONTINUAL IMPROVEMENT

These management positions are responsible for implementation and compliance monitoring of the policy in their work areas:

<table>
<thead>
<tr>
<th>Position</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Manager</td>
<td>Deputy Vice-Chancellor, Academic</td>
</tr>
<tr>
<td>Implementation</td>
<td>Pro Vice-Chancellors</td>
</tr>
<tr>
<td>Compliance Monitoring</td>
<td>Deputy Vice-Chancellor, Academic</td>
</tr>
<tr>
<td>Review and Improvement</td>
<td>University Courses Committee</td>
</tr>
</tbody>
</table>

4. SCOPE OF POLICY

This policy applies to all academic and professional staff involved in courses leading to a Curtin University Award and non-award courses designed, developed and delivered at all Curtin University Campuses and through Curtin-Open University Australia.

5. SUPPORTING PROCEDURES

- Level 1 Change - Limited Changes to Courses and Components Procedures
- Level 2 Change - Changes to Design and Delivery of Courses and Components Procedures
- Level 3 Change - Changes to Profile of Courses and Components Procedures
- Level 4 Change - Establishing New Courses and Components Procedures
- Courses and Components Deactivation Procedures
4.1.1 Level 1 Change - Limited Changes to Courses and Components Procedures

1. POLICY SUPPORTED
   Courses and Components - Approval and Deactivation Policy

2. IMPLEMENTATION PRINCIPLES
   2.1 Level 1 Change, detailed in the Levels of Change Conventions, will be limited in scale and generally relate to changes enhancing existing study package information, assessment practices and related administrative matters.
   2.2 Level 1 Change will be approved by the Dean of Teaching and Learning or the Director of Learning Design, Curtin Teaching and Learning for non-faculty areas.
   2.3 Level 1 Change Registers will be maintained and Level 1 Change Reports noted at monthly Faculty Courses Committee and reported at least biannually to the University Courses Committee.
   2.4 Approved Level 1 Change may be actioned at any time, subject to relevant timeframes pertaining to Unit Outline publication, timetabling/scheduling requirements, Curtin-OUA permissions and any contractual arrangements involving other providers/students.

3. PROCEDURAL DETAILS
   3.1 Submission of Proposed Changes
      3.1.1 The Unit/Course Coordinator or nominee (the ‘Proposer’) may propose a Level 1 Change for a Curtin course, major, minor, stream or unit, including those offered through Curtin-OUA.
      3.1.2 The Proposer will provide explanatory information to support the proposed Level 1 Change.
      3.1.3 The Proposer will be supported by the proposing area’s Teaching Support Coordinator and/or the Student Services Course Administration Team to prepare the necessary change approval documentation and gain relevant endorsements prior to submission to the Dean of Teaching and Learning in the relevant Faculty and the Centre for Aboriginal Studies (CAS) or Director of Learning Design, Curtin Teaching and Learning, for non-faculty areas.
      3.1.4 Curtin-OUA only text requirements, detailed in the Curtin-OUA Equivalence Conventions, will be prepared by the Course/Unit Coordinator and submitted directly to Flexible Learning Support for management.
   3.2 Determination of Level of Change
      3.2.1 The Dean of Teaching and Learning or Director of Learning Design, with reference to the Levels of Change Conventions, will make a determination as to whether the proposed change can be processed as a Level 1 Change.
      3.2.2 Submitted changes not considered a Level 1 Change will be returned to the proposing area with the recommendation for the change to be submitted to the appropriate approval authority in compliance with the Courses and Components - Approval and Deactivation Policy and Levels of Change Conventions
   3.3 Approval of Level 1 Change
      3.3.1 The Dean of Teaching and Learning or Director of Learning Design will make a determination whether the proposed change is:
• approved;
• approved, subject to change;
• approved, subject to associated Level 2 and 3 approvals;
• rejected, or
• for further consideration by the Faculty Courses Committee prior to approval/rejection.

3.3.2 Approvals for a Level 1 Change to a Curtin course and/or components with a Curtin-OUA equivalent will be approved simultaneously (subject to OUA approval processes).

3.4 Management of Approved Level 1 Changes

3.4.1 The approved change will be actioned following appropriate course administration processes.

3.4.2 Changes affecting Curtin-OUA courses or components will be managed in collaboration with Flexible Learning Support, Curtin Teaching and Learning.

3.4.3 Approved changes will be recorded in Level 1 Change Registers and noted at the relevant monthly Faculty Courses Committee. The CAS Level 1 Changes will be submitted for noting to the Humanities Faculty. Approved non-faculty changes will be submitted for noting to the Associate Deputy Vice-Chancellor, Academic.

3.4.4 Level 1 Change Reports will be noted at least biannually by the University Courses Committee.

4. RESPONSIBILITIES

4.1 The Proposer and Teaching Support Coordinators are responsible for the preparation and endorsement of the appropriate change documentation for submission to the Student Services Courses Administration Team.

4.2 The Student Services Courses Administration Team is responsible for:

4.2.1 Submitting change proposals to the relevant Dean of Teaching and Learning or Director of Learning Design;

4.2.2 Processing changes on Student One, and

4.2.3 Submitting approved Level 1 Change documentation to Courses Management.

4.3 The Dean of Teaching and Learning/Director of Learning Design is responsible for:

4.3.1 Determining if the proposed change is a Level 1 Change;

4.3.2 Approving Level 1 Changes;

4.3.3 Seeking Faculty Courses Committee advice on Level 1 Changes if required, and

4.3.4 Submitting the Level 1 Change Report to University Courses Committee.

4.4 Courses Management is responsible for:

4.4.1 Preparing the Level 1 Change Registers for monthly submission to Faculty Courses Committees and the Associate Deputy Vice-Chancellor, Academic;

4.4.2 Preparing the Level 1 Change Reports for consideration by the Deans of Teaching and Learning, and Director of Learning Design;

4.4.3 Conducting data integrity checks and verification of policy compliance of all Level 1 Changes;
4.4.4 Making changes to Curtin Courses Handbook as required, and
4.4.5 Submitting approved changes to Curtin-OUA courses and components to Flexible Learning Support, and other changes to Curtin Sarawak where relevant.

4.5 The Faculty Courses Committee is responsible for:
   4.5.1 Noting the monthly Level 1 Change Register and Level 1 Change Report, and
   4.5.2 Consideration of any Level 1 Changes required by the Dean of Teaching and Learning to support decision making.

4.6 The University Courses Committee is responsible for noting the Level 1 Change Reports.

4.7 Flexible Learning Support is responsible for:
   4.7.1 Determining if the approved change is to be managed as an OUA designated Major or Minor change, and
   4.7.2 Submitting approved changes to OUA, following OUA processes.
Table 1: Level 1 change procedures flowchart

Level 1 changes relate to changes enhancing existing study package information, assessment practices and administration.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Recommendation</th>
<th>Approval</th>
<th>Noting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 Change</td>
<td>Change documentation developed by TSC and relevant academic</td>
<td>Approved by Dean T&amp;L</td>
<td>Courses Management * prepare Level 1 Report for FCC</td>
</tr>
<tr>
<td></td>
<td>Signed &amp; Submitted by Director of T&amp;L/Head of School/Area</td>
<td>Course Administration Team * make changes on Student One * submit change documentation to Courses Management</td>
<td>* prepares Level 1 Report for CC &amp; FCC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Courses Management * verify changes * request handbook updates * forward changes to Curtin OUA and Curtin TaSwak</td>
<td>Dean T&amp;L * reviews Level 1 Report * submits to FCC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flexible Learning Support * alert OUA of proposed changes * update the PMs handbook</td>
<td>* Faculty CC: Monthly reporting * CC: Quarterly reporting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Curtin OUA changes approved by OUA</td>
<td></td>
</tr>
</tbody>
</table>
5. **SCOPE OF PROCEDURES**

These procedures apply to all academic and professional staff involved in making Level 1 Changes to all Curtin and Curtin-OUA courses and components.

6. **SUPPORTING PROCESSES**

Levels of Change Conventions
Curtin-OUA Equivalence Conventions

7. **RELATED DOCUMENTS/LINKS**

Level 1 Change Forms: Units and Courses, Majors, Minors, Streams
Change Forms: Units and Courses, Majors, Minors, Streams
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
4.1.2 Level 2 Change - Changes to the Design and Delivery of Courses and Components Procedures

1. POLICY SUPPORTED

Courses and Components - Approval and Deactivation Policy

2. IMPLEMENTATION PRINCIPLES

2.1 Level 2 Change, detailed in the Levels of Change Conventions, relate to change enhancing the quality of existing study packages that does not affect Curtin’s profile of courses and associated components; they have limited impact on viability and sustainability, and are considered consistent with Policy, the Higher Education Threshold Standards and Australian Qualification Framework.

2.2 Level 2 Change are generally proposed by a teaching area and approved by the Faculty Courses Committee.

2.3 Level 2 Change Registers will be maintained and Level 2 Change Reports noted at least biannually to the University Courses Committee.

2.4 Approved Level 2 Changes will be actioned subject to relevant timeframes pertaining to Government reporting requirements, Unit Outline publication, timetabling/scheduling requirements, Curtin-OUA permissions, study periods, student transition arrangements and any contractual arrangements involving other providers/students.

3. PROCEDURAL DETAILS

3.1 Submission of Proposed Changes

3.1.1 The Unit/Course Coordinator, Head of School of a Teaching Area or nominee or Senior Management/Executive (the ‘Proposer’) may propose a Level 2 Change for a course, major, minor, stream or unit which they own, including those offered through Curtin-OUA.

3.1.2 The Proposer will provide explanatory information to support the proposed Level 2 Change.

3.1.3 The Proposer will be supported by the proposing area’s Teaching Support Coordinator and/or the Student Services Course Administration Team to prepare the necessary change approval documentation and gain relevant endorsements prior to submission to the Dean of Teaching and Learning in the relevant Faculty and the Centre for Aboriginal Studies (CAS) or Director of Learning Design, Curtin Teaching and Learning, for non-faculty areas.

3.1.4 Level 2 Changes will be submitted to the relevant Faculty Courses Committee for approval. The CAS Level 2 Changes will be submitted to the Humanities Faculty and other non-faculty Level 2 Changes will be submitted to the most relevant faculty subject to the nature of the change.

3.2 Determination of Level of Change

3.2.1 The Faculty Courses Committee will make a determination, with reference to the Levels of Change Conventions, as to whether the proposed change can be processed as a Level 2 Change.

3.2.2 Submitted changes not considered a Level 2 Change will be returned to the proposing area with the recommendation for the change to be submitted to the appropriate approval authority in compliance with the Courses and Components - Approval and Deactivation Policy and Levels of Change Conventions.
3.3 **Approval of Level 2 Change**

3.3.1 The Faculty Courses Committee will make a determination whether the proposed change is:

- approved;
- approved, subject to change;
- approved, subject to associated Level 3 approvals, or
- rejected.

3.3.2 Approvals for a Level 2 Change to a Curtin course or components with a Curtin-OUA equivalent will be approved simultaneously (subject to OUA approval processes).

3.4 **Management of Approved Level 2 Changes**

3.4.1 The approved change will be actioned following appropriate course administration processes.

3.4.2 Changes affecting Curtin-OUA courses or components will be managed in collaboration with Flexible Learning Support, Curtin Teaching and Learning.

3.4.3 Approved changes will be recorded in Level 2 Change Registers.

3.4.4 Level 2 Change Reports will be submitted by the Dean of Teaching and Learning/Director of Learning Design at least biannually to the University Courses Committee.

4. **RESPONSIBILITIES**

4.1 The Proposer and Teaching Support Coordinators are responsible for the preparation of the appropriate change documentation for submission to the Student Services Courses Administration Teams.

4.2 The Student Services Courses Administration Team is responsible for:

4.2.1 Submitting change proposals to the relevant Faculty Courses Committee;
4.2.2 Processing and making draft changes on Student One, and
4.2.3 Submitting approved Level 2 Changes to Courses Management.

4.3 Courses Management is responsible for:

4.3.1 Advising non-faculty areas of submission requirements;
4.3.2 Preparing the Level 2 Change Registers;
4.3.3 Conducting data integrity checks and verification of policy compliance of all Level 2 Changes;
4.3.4 Making active approved and verified changes on Student One;
4.3.5 Making changes to Curtin Courses Handbook as required,
4.3.6 Submitting approved changes to Curtin-OUA courses and components to Flexible Learning Support, and Curtin Sarawak where relevant.

4.4 The Faculty Courses Committee is responsible for:

4.4.1 Determining if the proposed change is a Level 2 Change, and
4.4.2 Approving Level 2 Changes.
4.5 The Dean of Teaching and Learning/Director of Learning Design is responsible for submitting the Level 2 Change Report to University Courses Committee.

4.6 The University Courses Committee is responsible for noting the Level 2 Change Report.

4.7 Flexible Learning Support is responsible for:

   4.7.1 Determining if the approved change is to be managed as a Major or Minor change as designated by OUA; and

   4.7.2 Submitting approved changes to OUA, following OUA processes.

4.8 The Head of Area is responsible for submitting/reporting approved changes to accreditation/professional authorities where required.
Table 1: Level 2 change procedures flowchart

Level 2 changes relate to changes enhancing the quality of existing study packages which do not affect Curtin's profile.

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<th>Idea</th>
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<tr>
<td>Level 2 Change</td>
<td>Change documentation developed by T&amp;L and relevant academic</td>
<td>Signed/Submitted by: * Director of T&amp;L / Head of School/Area * Dean T&amp;L</td>
<td>Approved by Faculty CC</td>
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5. **SCOPE OF PROCEDURES**

These procedures apply to all academic and professional staff involved in making Level 2 Changes to all Curtin and Curtin-OUA courses and components.

6. **SUPPORTING PROCESSES**

- Levels of Change Conventions
- Curtin-OUA Equivalence Conventions
- Study Package Coding and Naming Conventions

7. **RELATED DOCUMENTS/LINKS**

- Change Form: Units and Courses, Majors, Minors, Streams
- 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
4.1.3 Level 3 Change - Changes to Profile of Courses and Components

1. POLICY SUPPORTED

Courses and Components - Approval and Deactivation Policy

2. IMPLEMENTATION PRINCIPLES

2.1 Level 3 Change, detailed in the Levels of Change Conventions, generally relate to changes to existing study packages that may have significant impact on existing educational profile at Curtin and/or require variation to policy; they are considered consistent with Policy, the Higher Education Threshold Standards and Australian Qualification Framework.

2.2 Level 3 Change are generally proposed by a faculty or non-faculty area and approved by the Deputy Vice Chancellor, Academic.

2.3 Level 3 Changes will be reported annually to the Academic Board.

2.4 Approved Level 3 Changes will be actioned subject to relevant timeframes pertaining to Government reporting requirements, Unit Outline publication, timetabling/scheduling requirements, Curtin-OUA permissions, study periods, student transition arrangements and any contractual arrangements involving other providers/students.

2.5 A course, major, minor, stream or unit will be considered for reactivation if there is a change to:

- market, industry and/or strategic relevance;
- professional recognition / accreditation requirements;
- financial sustainability;
- student and contractual obligations, and/or
- pedagogy.

3. PROCEDURAL DETAILS

3.1 Submission of Proposed Changes

3.1.1 The Head of School of a Teaching Area or nominee or the Faculty Courses Committee, or Senior Management/Executive (the ‘Proposer’) may propose a Level 3 Change for a course, major, minor, stream or unit which they own, including Curtin-OUA.

3.1.2 The Proposer will provide explanatory information to support the proposed Level 3 Change.

3.1.3 The Proposer will be supported by the proposing area's Teaching Support Coordinator and/or the Student Services Course Administration Team to prepare the necessary change approval documentation and gain relevant endorsements prior to submission to the Dean of Teaching and Learning in the relevant faculty and the Centre for Aboriginal Studies (CAS) or Director of Learning Design, Curtin Teaching and Learning, for non-faculty areas.

3.1.4 Level 3 changes will be submitted to the relevant Faculty Courses Committee for consideration; The CAS Level 3 Changes will be submitted to the Humanities Faculty and other non-faculty Level 3 Changes will be submitted to the most relevant faculty as determined by the relevance of the change to a faculty.
3.2 **Determination of Level of Change**

3.2.1 The University Courses Committee will make a determination, with reference to the *Levels of Change Conventions*, as to whether the proposed change can be processed as a Level 3 Change.

3.2.2 If the University Courses Committee determines that the Change is not a Level 3 Change they will advise the Faculty or non-Faculty area with the recommendation for the change to be submitted to the appropriate approval authority in compliance with the *Courses and Components - Approval and Deactivation Policy* and *Levels of Change Conventions*.

3.3 **Approval of Level 3 Change**

3.3.1 Changes to a Masters (Research) or Doctorate (Research) courses will be considered by the University Graduate Studies Committee prior to consideration by Courses Committee and a recommendation made to Courses Committee.

3.3.2 The Courses Committee will make a determination whether the proposed change is to be:

- recommended to the Deputy Vice-Chancellor, Academic, Academic Board or Council;
- subject to change, before recommending to the Deputy Vice-Chancellor, Academic, Academic Board or Council, or
- not recommended to the Deputy Vice-Chancellor, Academic, Academic Board or Council.

3.3.3 The Deputy Vice-Chancellor, Academic, Academic Board or Council will make a determination whether the proposed change is:

- approved; or
- approved, subject to change, or
- rejected.

3.3.4 Approvals for Level 3 Change to a Curtin course or components with a Curtin-OUA equivalent will be approved simultaneously.

3.4 **Management of Approved Level 3 Changes**

3.4.1 The approved change will be actioned following appropriate course administration processes.

3.4.2 Changes affecting Curtin-OUA courses or components will be managed in collaboration with Flexible Learning Support, Curtin Teaching and Learning.

3.4.3 Approved Level 3 Changes will be reported annually to the Academic Board.

4. **RESPONSIBILITIES**

4.1 The Proposer and Teaching Support Coordinators are responsible for the preparation of the appropriate change documentation for submission to the Courses Administration Teams.

4.2 The Student Services Courses Administration Team is responsible for:

4.2.1 Submitting change proposals to the relevant Faculty Courses Committee;

4.2.2 Processing and making draft changes on Student One, and

4.2.3 Submitting Faculty Courses Committee recommended Level 3 Changes to Courses Management.
4.3 The Faculty Courses Committee is responsible for recommending the proposed change to the University Courses Committee.

4.4 Courses Management is responsible for:
   4.4.1 Advising non-faculty areas of submission requirements;
   4.4.2 Conducting data integrity checks and verification of policy compliance of all Level 3 Changes;
   4.4.3 Submitting proposals for a research course deactivation to the University Graduate Studies Committee.
   4.4.4 Submitting change proposals to the University Courses Committee;
   4.4.5 Making active approved changes on Student One;
   4.4.6 Making changes to Curtin Courses Handbook as required;
   4.4.7 Submitting approved changes to Curtin-OUA courses and components to Flexible Learning Support, and Curtin Sarawak where relevant, and
   4.4.8 Providing Level 3 Change details for the University Courses Committee Annual Report to Academic Board.

4.5 The University Graduate Studies Committee is responsible for recommending Level 3 Changes to research courses for consideration by University Courses Committee.

4.6 The University Courses Committee is responsible for:
   4.6.1 Determining if the proposed change is a Level 3 Change;
   4.6.2 Recommending Level 3 Change;
   4.6.3 Noting the annual report of Level 3 Changes.

4.7 The designated approval authority is responsible for approving Level 3 Changes.

4.8 Flexible Learning Support is responsible for:
   4.8.1 Determining if the approved change is to be managed as a Major or minor change as designated by OUA; and
   4.8.2 Submitting approved changes to OUA, following OUA processes.

4.9 The Head of Area is responsible for submitting/reporting approved changes to accreditation/professional authorities where required.
Table 1: Level 3 change procedures flowchart

Level 3 changes relate to changes to existing study packages that may have significant impact on existing educational profile of Curtin and/or require variation to policy.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Recommendation</th>
<th>Approval</th>
<th>Noting</th>
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<tbody>
<tr>
<td>Level 3 Change</td>
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<tr>
<td>Change documentation developed by TSC and relevant academics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed/Submitted by: *Director of T&amp;L / Head of School/Area *Dean T&amp;L</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Course Administration Team *make changes on Student One *submit change documentation to Courses Management after Faculty recommendation</td>
<td></td>
<td>Curtin OUA changes approved by OUA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Flexible Learning Support *alert OUA of proposed changes</td>
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<td></td>
<td>*update the PIMS handbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Courses Management *request handbook updates *forward changes to Curtin OUA and Curtin Sarawak</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recommended by: *UNSC (if research) *Faculty CC *CC</td>
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<td></td>
<td></td>
<td></td>
<td>Approved by DVC (R) or A0 or Council</td>
</tr>
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<td></td>
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<td>*Academic Board Annual reporting</td>
</tr>
</tbody>
</table>
5. **SCOPE OF PROCEDURES**

These procedures apply to all academic and professional staff involved in making Level 3 Changes to all Curtin and Curtin-OUA courses and components.

6. **SUPPORTING PROCESSES**

Levels of Change Conventions
Curtin-OUA Equivalence Conventions
Study Package Coding and Naming Conventions

7. **RELATED DOCUMENTS/LINKS**

Change Form: Units and Courses, Majors, Minors, Streams
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
4.1.4 Level 4 Change - Establishing New Courses and Components Procedures

1. POLICY SUPPORTED

Courses and Components - Approval and Deactivation Policy

2. IMPLEMENTATION PRINCIPLES

2.1 Level 4 Changes, detailed in the Levels of Change Conventions, generally relate to proposed new educational business at Curtin.

2.2 New courses and majors (new educational activity at Curtin) require an endorsed Course/Major Concept Proposal prior to consideration of a Business Case.

2.3 New courses, majors (both new and existing educational activity at Curtin) and honours streams require a supporting Business Case.

2.4 New courses, majors, minors, streams and units are generally proposed by a faculty or non-faculty area, recommended by the University Courses Committee and approved by the Deputy Vice Chancellor, Academic, Academic Board or University Council, in reference to the approval authority indicated in the Courses and Components - Approval and Deactivation Policy.

2.5 Level 4 proposals will be reported annually to the Academic Board.

2.6 Approved Level 4 proposals are actioned subject to relevant timeframes pertaining to Government reporting requirements, Unit Outline publication, timetabling/scheduling requirements, Curtin-OUA permissions, study periods, student transition arrangements and any contractual arrangements involving other providers/students.

3. PROCEDURAL DETAILS

3.1 Submission of a Course Concept Proposal for a New Course/Major (new educational activity)

3.1.1 The Senior Executive Manager, Head of School of a Teaching Area or nominee (the ‘Proposer’) may propose a new course or major, including those to be offered through Curtin-OUA.

3.1.2 The Concept Proposal will be endorsed by the relevant Pro-Vice Chancellor or Deputy Vice Chancellor prior to its submission to the Senior Executive Team for consideration.

3.1.3 An Expression of Interest (EOI) for new Curtin-OUA proposals will be submitted to Flexible Learning Support following endorsement by the Senior Executive Team of the New Course/Major Concept Proposal.

3.2 Submission of Business Case for New Course, Major, honours stream, or Changing an Exit Award to an Entry Award

3.2.1 A Senior Executive Manager, Head of School of a Teaching Area or nominee (the ‘Proposer’) may propose a new course, major or honours stream, including those to be offered through Curtin-OUA.

3.2.2 The Proposer will be supported by the proposing area’s Teaching Support Coordinator and/or the Student Services Course Administration Team to prepare the Business Case and gain relevant endorsements prior to submission to the Dean of Teaching and Learning in the relevant Faculty and the Centre for Aboriginal Studies (CAS) or the Director of Learning Design, Curtin Teaching and Learning, for non-faculty areas.

3.2.3 Business Cases will be submitted to the relevant Faculty Courses Committee for approval; Business Cases proposed by CAS will be submitted to the Humanities Faculty for consideration.
3.2.4 The proposer may provide any extra information they deem useful in supporting the proposed offering.

3.3 Submission of curriculum for New Course and components

3.3.1 New curricula for approved Business Cases will be prepared with relevant parties and in collaboration with Curtin Teaching and Learning.

3.3.2 The curriculum will be submitted to the relevant Dean of Teaching prior to its submission to the faculty Courses Committee. Non-faculty curriculum proposals will be submitted to the most relevant faculty as determined by the relevance of the content to a faculty.

3.4 Determination of Level of Change

3.4.1 The University Courses Committee will make a determination as to whether the proposal can be processed as a Level 4 New Development with reference to the Levels of Change Conventions.

3.4.2 If the University Courses Committee determines that the proposal is not a Level 4 New Development they will advise the Faculty or non-Faculty Area with the recommendation for the change to be submitted to the appropriate approval authority in compliance with the Courses and Components - Approval and Deactivation Policy.

3.4.3 If the proposal is intended for offering through Curtin-OUA the advice of Flexible Learning Support, Curtin Teaching and Learning, will be sought.

3.5 Approval of New Developments

3.5.1 For Business Cases the Faculty Courses Committee will make a determination whether the proposal is to be:

- approved;
- approved, subject to change prior to curriculum development, or
- rejected.

3.5.2 New Masters (Research) or Doctorate (Research) courses will be considered by the University Graduate Studies Committee prior to consideration by Courses Committee and a decision made to determine if the proposed change is to be recommended to Courses Committee.

3.5.3 For new courses and majors (new educational activity) the Courses Committee will make a determination whether the proposed development is to be:

- recommended to the Academic Board or Council;
- subject to change, before recommending to the Academic Board or Council, or
- rejected.

3.5.4 For new entry level courses (from an existing exit level course); new exit awards, majors (existing educational activity), minors, stream or units the Courses Committee will make a determination whether the proposed change is to be:

- recommended to the Deputy Vice-Chancellor, Academic;
- subject to change, before recommending to the Deputy Vice-Chancellor, Academic, or
- rejected.
3.5.5 The Deputy Vice-Chancellor, Academic, Academic Board of Council will make a determination whether a new proposal is:
- approved; or
- approved, subject to change; or
- rejected

3.6 Management of Approved New Developments
3.6.1 The approved change will be actioned following appropriate course administration processes.
3.6.2 The management of approved new developments will follow established processes for new course and components, including those offered through Curtin-OUA.
3.6.3 Courses Committee will submit an annual report of the approved new courses and components to the Academic Board.

4. RESPONSIBILITIES
4.1 The Proposer and Teaching Support Coordinators are responsible for the preparation of the appropriate new development documentation for submission to the Student Services Courses Administration Team.
4.2 The Student Services Course Administration Team is responsible for:
   4.2.1 Submitting new development proposals via the Dean of Teaching and Learning for consideration by the Faculty Courses Committee;
   4.2.2 Processing new developments on Student One, and
   4.2.3 Submitting new developments to Courses Management.
4.3 The Senior Executive Team is responsible for endorsing New Course/Major Concept Proposals.
4.4 The Faculty Courses Committee is responsible for:
   4.4.1 Approving Business Case, and
   4.4.2 Submitting new proposals/curriculum to the University Courses Committee.
4.5 The University Graduate Studies Committee is responsible for recommending new research courses.
4.6 Courses Management is responsible for:
   4.6.1 Submitting the new Course/Major Concept proposal to the Senior Executive Team;
   4.6.2 Advising non-faculty areas of submission requirements;
   4.6.3 Conducting data integrity checks and verification of policy compliance of all Level 4 proposals;
   4.6.4 Submitting new developments to the University Courses Committee;
   4.6.5 Making active approved changes on Student One;
   4.6.6 Making changes to Curtin Courses Handbook as required, and
   4.6.7 Submitting approved changes to Curtin-OUA courses and components to Flexible Learning Support, and Curtin Sarawak where relevant.
4.7 The Courses Committee is responsible for:
   4.7.1 Recommending new developments to the appropriate approval authority;
   4.7.2 Reporting new developments to the Academic Board annually.

4.8 The Deputy Vice-Chancellor, Academic, Academic Board or University Council are responsible
for approving new proposals according to the delegated approvals detailed in the Courses and
Components - Approval and Deactivation Policy.

4.9 Flexible Learning Support is responsible for submitting approved new developments to OUA,
following OUA processes.

4.10 The Head of Area is responsible for submitting/reporting approved new developments to
accreditation/professional authorities if required.
Table 1: New Minors and Streams Approval Procedures Flowchart

Level 3 criteria relate to new proposals that may have significant impact on existing educational profile of Curtin.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Recommendation</th>
<th>Approval</th>
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<tr>
<td>New Minors &amp; Streams</td>
<td>New development documentation developed by TSC and relevant academic</td>
<td>Curtin-GUA changes approved by QUA</td>
<td>🔴 Academic Board/ Annual Reporting</td>
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<td></td>
<td>Signed/Submitted by: * Director of T&amp;L/ Head of School/Area * Dean T&amp;L</td>
<td>Flexible Learning Support * alert CURA of proposed changes * update the PMS handbook</td>
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<td>Courses Management * request handbook updates * forward changes to Curtin-GUA and Curtin Sarawak</td>
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<td>Course Administration Team * make changes on Student One * submit new development documentation to Courses Management after Faculty recommendation</td>
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<td>Courses Management * verify changes * submit to CC</td>
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<td>Approved by DV(C) or A/8 or Council</td>
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Table 2: New Majors and Honours Streams (Existing Educational Activity) Approval Procedures Flowchart

Level 3 criteria relate to new proposals that may have significant impact on existing educational profile at Curtin.

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<th>Idea</th>
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<td>Approved by: * PVC</td>
<td>Business Case</td>
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Table 3: New Courses and Majors (New Educational Activity) Concept Approval Procedures Checklist

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<tr>
<th>Idea</th>
<th>Recommendation</th>
<th>Approval</th>
<th>Noting</th>
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<tbody>
<tr>
<td>New Courses &amp; Majors (new educational activity)</td>
<td>New development documentation developed by TSC and relevant academic</td>
<td>Endorsed by senior executive team</td>
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<td>Idea</td>
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<tr>
<td>Refer to Table 3 (Concept Approval)</td>
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<tr>
<td>Curriculum Development (with CTE &amp; Support Services) Signed/Submitted by:</td>
<td>Course Administration Team * make changes on Student One * submit new development documentation to Courses Management after Faculty recommendation</td>
<td></td>
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<tr>
<td>* Director T&amp;L / Head of School/Area</td>
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<tr>
<td>* Director of Learning Design</td>
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<tr>
<td>* Dean T&amp;L</td>
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<tr>
<td></td>
<td>Courses Management * verify changes * submit to CC</td>
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<td>Recommended by:</td>
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<td></td>
<td></td>
<td>* UGSC (if research)</td>
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<td>* Faculty CC</td>
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<td>Approved by A&amp;L or Council</td>
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<td>Business Case * Faculty CC * CC</td>
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<td></td>
<td>Courses Management * request handbook updates * forward changes to Curtin OUA and Curtin Sarawak</td>
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<td></td>
<td>Flexible Learning Support * alert OUA of proposed changes * update the PMS handbook</td>
</tr>
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<td></td>
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<td></td>
<td>Curtin OUA changes approved by OUA</td>
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</table>
5. **SCOPE OF PROCEDURES**

These procedures apply to all academic and professional staff involved in making Level 4 Changes to all Curtin and Curtin-OUA courses and components.

6. **SUPPORTING PROCESSES**

- Study Package Coding and Naming Conventions
- Curtin-OUA Equivalence Conventions
- Levels of Change Conventions

7. **RELATED DOCUMENTS/LINKS**

- New Course/Major Concept Proposal
- New Courses/Major Business Case
- New Courses/Major Business Case – Financial Projections
- New Unit Form
- New Courses, Majors, Minors, Streams Form
- Courses Management ‘Managing Courses at Curtin’
- Courses Management ‘Study Package Text Guide’
- Courses Management ‘Student One Process and Training Guide’
- Courses Management Web page
- Curriculum Map
- Flexible Learning Support Web page
4.1.5 Courses and Components Deactivation Procedures

1. POLICY SUPPORTED

Courses and Components - Approval and Deactivation Policy

2. IMPLEMENTATION PRINCIPLES

2.1 Deactivations of courses, majors, minors, streams or units are generally proposed by a teaching area and approved by the Deputy Vice-Chancellor, Academic or the Academic Board where there is a potential impact on Curtin’s educational profile.

2.2 Deactivations will be reported annually to the Academic Board.

2.3 Approved deactivations will be actioned subject to relevant timeframes pertaining to Government reporting requirements, Curtin-OUA permissions, student transition arrangements and any contractual arrangements involving other providers/students.

3. PROCEDURAL DETAILS

3.1 Submission of a Deactivation Proposal

3.1.1 The Senior Executive Manager, Pro Vice-Chancellor of the Faculty, Head of School of a Teaching Area or nominee (the ‘Proposer’) may propose a deactivation of a course, major, minor, stream or unit, including those offered through Curtin-OUA.

3.1.2 The Proposer will be supported by the proposing area’s Teaching Support Coordinator and/or the Student Services Course Administration Team to prepare the necessary change approval documentation and gain relevant endorsements prior to submission to the Dean of Teaching and Learning in the relevant Faculty and the Centre for Aboriginal Studies (CAS) or Director of Learning Design, Curtin Teaching and Learning, for non-faculty areas.

3.1.3 Proposed deactivations will be submitted using the appropriate change documentation to the relevant Faculty Courses Committee for consideration; The CAS related deactivations will be submitted to the Humanities Faculty and other non-faculty deactivations will be submitted to the most relevant faculty as determined by the relevance of the deactivation to a faculty.

3.1.4 The proposer may provide any extra information they deem useful in supporting the proposed deactivation.

3.2 Grounds for Deactivation

3.2.1 A course or major will be considered for deactivation if it is:

• not financially sustainable and not strategically relevant to Curtin’s course profile or Curtin-OUA’s course profile;

• not strategically relevant to Curtin’s course profile or Curtin-OUA’s course profile;

• replaced by another course or major and that replacement has been approved by all relevant committees;

• recommended for deactivation by an advisory panel or an external professional accreditation panel;

• recommended for deactivation from a Curtin course review, or

• recommended for deactivation from Curtin-OUA (Curtin-OUA programs only).

3.2.2 A minor, stream or unit will be deactivated if it is:

• not financially viable;

• replaced with another minor, stream or unit and that replacement has been approved by all relevant committees;
• a free elective deemed to not be independently viable;
• recommended from a course review, or
• recommended for deactivation from Curtin-OUA (Curtin-OUA units only)

3.3 Approval of Deactivations

3.3.1 The Faculty Courses Committee will make a determination if the proposed deactivation is to be recommended to Courses Committee.

3.3.2 Deactivation of a Masters (Research) or Doctorate (Research) courses will be considered by the University Graduate Studies Committee and a decision made to determine if the proposed deactivation is to be recommended to Courses Committee.

3.3.3 The University Courses Committee will make a determination whether the proposed deactivation is:
• recommended;
• subject to change, before recommending, or
• rejected.

3.4.4 The appropriate approval authority will make a determination whether the proposed deactivation is:
• approved; or
• approved, subject to change, or
• rejected.

3.3 Management of Approved Deactivations

3.3.1 The approved deactivation will be actioned following appropriate course administration processes.

3.3.2 Changes affecting Curtin-OUA courses or components will be managed in collaboration with Flexible Learning Support, Curtin Teaching and Learning.

3.3.3 Approved deactivations will be reported annually to the Academic Board.

4. RESPONSIBILITIES

4.1 The Proposer and Teaching Support Coordinators are responsible for the preparation of the appropriate deactivation documentation for submission to the Student Services Courses Administration Team.

4.2 The Courses Administration Team is responsible for:

4.2.1 Submitting deactivation proposals to the relevant Faculty Courses Committee, and
4.2.2 Submitting faculty considered deactivation proposals to Courses Management.

4.3 The University Graduate Studies Committee is responsible for recommending deactivations of research courses for consideration by University Courses Committee.

4.4 Courses Management is responsible for:

4.4.1 Advising non-faculty areas of submission requirements;
4.4.2 Submitting proposals for a research course deactivation to the University Graduate Studies Committee;
4.4.3 Submitting deactivation proposals to the University Courses Committee;
4.4.4 Finalising deactivations processing and conducting data integrity checks to ensure deactivations managed appropriately, which includes setting proposed deactivations study packages to ‘Phasing Out’ after the close of enrolments for the last study period in which students can enrol and auditing student enrolments to ensure Phasing Out
study packages are not set to ‘Deactivate’ until the last actively enrolled student has completed the course;

4.4.5 Submitting approved deactivations to Curtin-OUA to Flexible Learning Support, and Curtin Sarawak where relevant, and

4.4.6 Withdrawing deactivations from Curtin Courses Handbook as required.

4.5 The Courses Committee is responsible for:

4.5.1 Recommending deactivations to the appropriate approval authority, and

4.5.2 Reporting deactivations to the Academic Board annually.

4.6 The appropriate approval authority is responsible for approving deactivations according to the delegated approvals detailed in the Courses and Components - Approval and Deactivation Policy.

4.7 Flexible Learning Support is responsible for:

4.7.1 Submitting deactivation requests to OUA, following OUA processes.

4.7.2 Advising and managing on deactivation timelines for Curtin-OUA study packages.

4.8 The Head of Area is responsible for submitting/reporting deactivations to accreditation / professional authorities if required.
Table 1: Deactivations Procedures Flowchart

Level 3 changes relate to changes to existing study packages that may have significant impact on existing educational profile at Curtin and/or require variation to policy.

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<th>Idea</th>
<th>Recommendation</th>
<th>Approval</th>
<th>Noting</th>
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<tbody>
<tr>
<td>Level 3 Deactivation</td>
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<tr>
<td>Change documentation developed by TSC and relevant academics</td>
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</table>
| Signed/Submitted by:  
* Director of TAL / Head of School/Area  
* Dean P&I | | | |
| Course Administration Team:  
* add deactivation date on Student One  
* submit change documentation to Courses Management after Faculty recommendation | | | |
| Courses Management:  
* verify changes  
* submit to CC | | | |
| Recommended by:  
* USRC (if research)  
* Faculty CC  
* CC | | | |
| Curtin OUA changes approved by OUA | | | |
| Flexible Learning Support:  
* alert OUA of proposed changes  
* update the PLMS handbook | | | |
| Courses Management:  
* change the study package stage on Student One  
* request handbook updates  
* forward changes to Curtin OUA and Curtin Sarawak | | | |
| Approved by:  
* DVC(R) or A9 or Council | | | |
| Academic Board  
Annual reporting | | | |
5. SCOPE OF PROCEDURES

These procedures apply to all academic and professional staff involved in making Level 4 Changes to all Curtin and Curtin-OUA courses and components.

6. SUPPORTING PROCESSES

*Levels of Change Conventions*
*Curtin-OUA Equivalence Conventions*

7. RELATED DOCUMENTS/LINKS

*Change Forms: Units and Courses, Majors, Minors, Streams*
*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*
4.2 Academic Awards

1. PURPOSE

To define and name Curtin courses and awards so that they conform with the Australian Qualifications Framework (AQF) and are easily recognisable.

2. POLICY STATEMENT

2.1 The names of courses and awards will be

2.1.1 Readily recognisable by prospective students, employers and other stakeholders; and
2.1.2 Consistent with nomenclature which has national and international acceptance.

2.2 Course titles may be broad and generic or more specific for a particular award or an award including a major. Where a national or international accrediting body requires it, the course is specifically titled. For example:

Bachelor of Engineering

2.3 The course title will consist of the level of the degree which appears initially (e.g. Bachelor of), followed by an indication of the discipline or area of study (e.g. Science). The course title may include a secondary descriptor to follow in brackets that indicates the discipline. For example:

Bachelor of Commerce
Bachelor of Science (Occupational Therapy)

2.4 The award title will be the same as the course title, unless one or more majors form part of the course, where a secondary descriptor may follow in brackets to indicate the major/s. For example:

Bachelor of Arts (Journalism)

2.5 The University will follow the Study Package Coding and Naming Conventions in relation to the nomenclature and coding of Curtin courses and components.

2.6 The University will follow the Awards and Graduation Manual in addition to this section of the Course Approval and Quality Manual.

2.7 The University will follow the Curtin–OUA Equivalent Conventions in relation to Curtin-OUA courses and components.

3. AWARDS DETAILS

The following awards and their nomenclature are consistent with the AQF and are recognised at Curtin.

3.1 Associate degree (AQF level 6)

3.1.1 The associate degree qualifies individuals who apply underpinning technical and theoretical knowledge in a range of contexts to undertake paraprofessional work and as a pathway for further learning. See section 5.2 Associate degrees for further information.

3.2 Bachelor degree (AQF level 7)

3.2.1 The bachelor degree qualifies individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work and as a pathway for further learning. Bachelor degrees are typically of 600-800 credits in length. See section 5.3 Bachelor Degree for further information on single degrees and section 5.4 Bachelor Double degree for further information on double degrees.

3.2.2 Bachelor degrees (but not double degrees) may be offered through Curtin-OUA.

3.3 Bachelor honours degree (AQF level 8)

3.3.1 The bachelor honours degree qualifies individuals who apply a body of knowledge in a specific context to undertake professional work and as a pathway for research and further learning. See section 5.5 Honours degree for further information
3.3.2 Bachelor honours degrees cannot be offered through Curtin-OUA.

3.4 Graduate certificate (AQF level 8)
3.4.1 The graduate certificate qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning. See section 5.6 Postgraduate coursework degrees for further information.
3.4.2 Graduate Certificates may be offered through Curtin-OUA.

3.5 Graduate diploma (AQF level 8)
3.5.1 The graduate diploma qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning. See section 5.6 Postgraduate coursework degrees for further information.
3.5.2 Graduate Diplomas may be offered through Curtin-OUA.

3.6 Master by coursework degrees (AQF level 9)
3.6.1 The master degree by coursework qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning. See section 5.6 Postgraduate coursework degrees for further information.
3.6.2 Masters (coursework) degrees may be offered through Curtin-OUA.

3.7 Master by Research Degrees (AQF level 9)
3.7.1 The master degree by research qualifies individuals who apply an advanced body of knowledge in a range of contexts for research and scholarship and as a pathway for further learning. Refer to section 5.7 Postgraduate research courses & doctorates and the Higher Degree by Research regulations for further information.
3.7.2 Masters (research) degrees cannot be offered through Curtin-OUA.

3.8 Master Degree (Extended) (AQF level 9)
3.8.1 The master degree (extended) qualifies individuals who apply an advanced body of knowledge in a range of contexts for research and scholarship and as a pathway for further learning. Refer to section 5.6 Postgraduate coursework degrees for further information.
3.8.2 Masters (extended) degrees cannot be offered through Curtin-OUA.

3.9 Doctor of Philosophy (PhD) (AQF level 10)
3.9.1 The Doctoral degree (Research) qualifies individuals who apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation, scholarship or professional practice. Refer to section 5.7 Postgraduate research courses and Doctorates and the Higher Degree by Research regulations for further information.
3.9.2 Graduates will have undertaken a program of independent supervised study that produces significant and original research outcomes culminating in a thesis, dissertation, exegesis or equivalent for independent examination by at least two external expert examiners of international standing.
3.9.3 Research in the program of learning will be for at least two years and typically two-thirds or more of the qualification. The program of learning may also include advanced coursework to enhance the student’s capacity to make a significant contribution to knowledge in the discipline (or cross-disciplinary field). The advanced coursework may support but not replace the research outcomes.
3.9.4 The student’s academic transcript will carry the student’s thesis statement.
3.9.5 Doctors of Philosophy cannot be offered through Curtin-OUA.
3.10 Doctorate (Professional) (AQF level 10)

3.10.1 The Doctoral degree (Professional) is designed so that graduates will have undertaken a program of structured learning and independent supervised study that produces significant and original research outcomes culminating in a thesis, dissertation, exegesis or equivalent for independent examination by at least two external expert examiners of international standing. Refer to section 5.7 Postgraduate research courses and Doctorates and the Higher Degree by Research Regulations for further information.

3.10.2 Research in the program of learning will be typically for at least two years of the qualification. The program of structured learning typically will include advanced coursework designed to enhance the student's capacity to make a significant contribution to original knowledge in the discipline (or cross-disciplinary field) and/or research-integrated practice developed in collaboration with a relevant professional, statutory or regulatory body. The advanced coursework and research-integrated practice will support the research outcomes.

3.10.3 Professional Doctorates cannot be offered through Curtin-OUA.

3.11 Higher Doctorate (AQF level 10)

3.11.1 Curtin has two higher doctorates:

Doctor of Letters

Doctor of Science

3.11.2 The degree of Doctor shall be awarded on the recommendation of the University Higher Doctoral Degrees Committee to the Council of the University. The Committee shall make a recommendation only after receiving a report from the Examiners. The report must certify that the published work is a substantial and distinguished contribution to the appropriate branch of learning, which gives the candidate an authoritative standing in the field of knowledge in which the work falls and is entitled to general recognition as such by scholars in the field.

3.11.3 The award title that will appear on the student's award certificate for a higher doctorate is the course title e.g.

Doctor of Science

3.11.4 The student's academic transcript will carry the student's thesis statement.

3.11.5 Higher Doctorates cannot be offered through Curtin-OUA.

4. RESPONSIBILITIES

These management positions are responsible for implementation and compliance monitoring of the policy in their work areas:

- Deputy Vice-Chancellor, Academic in relation to course approvals by Courses Committee and Academic Board
- Faculty Deans, Teaching and Learning in relation to new course development within their faculties
- Manager, Courses Management, in relation to new course proposals

5. RELATED DOCUMENTS/LINKS/FORMS

Awards and Graduation Manual

Courses and Components – Approval and Deactivation Policy (Section 4.1)

Course Design (Section 5)

Curtin University Courses Handbook

Curtin-OUA Equivalence Conventions

Study Package Coding and Naming Conventions
4.3 Collaborative awards

1. PROCEDURES

1.1 Strategies for Implementation of Procedures

1.1.2 To provide guidance for the conduct of collaborative degree programs.
1.1.3 To define procedures for the establishment and maintenance of relevant standards.

1.2 Detailed Steps, Procedures and Actions for determining Collaborative Awards

1.2.1 The University has developed procedures for partnerships within its policy on Strategic Positioning. Collaborative awards are deemed to be within the context of such partnerships.

1.2.2 Collaborative awards shall only be developed where there are clearly identified competitive advantages to be gained in a jointly developed teaching program with one or more institutions.

1.2.3 Guidelines for Collaborative Awards

The following guidelines are designed to assist Schools in determining whether the partnership through a collaborative award would be consistent with the University's desire to achieve competitive advantage.

Collaborative proposals must satisfy the following criteria:

i) that the development will contribute to the University's Mission and Goals; and

ii) that there are demonstrated advantages to students taking such a collaborative award; and

iii) result in a viable course; and either

iv) that the discipline in which it is being offered by the partner(s) is not available at Curtin or would be expensive to duplicate; or

v) if the discipline is one offered by another School at Curtin, the mode of offering or specialisation is unavailable at the Curtin School and there are no plans to make such an offering available.

Where Schools have doubts as to whether a proposed collaborative venture would fit the criteria of the University's key strategic productive partnerships they should consult with the relevant Pro Vice-Chancellor.

1.2.4 All aspects of the conduct and standards of collaborative awards shall satisfy the standards and regulations of Curtin.

1.2.5 Rules governing collaborative awards

1.2.5.1 The course leading to the joint award shall be developed as a collaborative award by Curtin with the other institution or institutions.

1.2.5.2 At least one third (33%) of the program shall normally be taught by Curtin. Only with the explicit approval of the Deputy Vice-Chancellor, Academic may a lesser amount be negotiated.

1.2.5.3 The name of the collaborative award shall form part of the legal contract with the associated partner(s) and where practicable comply with Curtin's policy on award titles.

1.2.5.4 The collaborative award course shall be distinguished by course number from any similar courses at Curtin.

1.2.6 Collaborative Institutions

1.2.6.1 Except in rare circumstances, Curtin shall conduct collaborative awards programs only with other institutions that are approved and accredited in their own country for the award of degrees of the nature and level of award to be collaboratively conducted.
1.2.6.2 The collaborating institution(s) shall have facilities, equipment and physical resources of an appropriate standard for the conduct of the collaborative award program.

1.2.7 Procedures

1.2.7.1 Proposed collaborative awards and collaborative partners must be approved by the Deputy Vice-Chancellor, Academic and Deputy Vice-Chancellor, Research (for higher degrees by research only) and, when including an international partner, also by the Deputy Vice-Chancellor, International.

1.2.7.2 Where a collaborative award is envisaged, the relevant Faculty shall ensure that the proposal follows the requirements for Course Accreditation and Course approval. Approval and accreditation is subject to similar approval and accreditation by the associated partner(s).

1.2.7.3 Students enrolling in a collaborative award course shall enrol as a Curtin University student and be subject to the University's admission requirements and regulations for students.

OR

Students enrolled with another institution must meet the appropriate rules and regulations of that institution, but when undertaking Curtin units must abide by Curtin's rules and regulations for students studying under Cross-Institutional arrangements.

1.2.7.4 Academic staff teaching in the collaborative award programs shall satisfy the usual academic standards for Curtin.

1.2.7.5 If the proposed program is to be offered offshore it must comply with the Collaborative Education Services (International) Policy and Procedures and/or an equivalent policy of the associated partner(s).

1.2.8 Statement of Academic Record

1.2.8.1 Where Curtin is a partner, but not the enrolling institution, only those units undertaken at Curtin (normally enrolled under cross institutional arrangements) shall appear on the statement of results, which shall include a formal comment indicating that the program is being completed with an associated partner.

1.2.8.2 An academic record will be provided by the enrolling institution.

This record will include the results of units taken at the collaborating institution.

1.2.9 Testamur

1.2.9.1 The testamur shall bear the logo, seal and registration number of the enrolling institution along with the logo of the associated partner(s).

1.2.9.2 Only one testamur shall be awarded to a student completing a collaborative award, including double degrees.

1.2.10 Communication and Negotiation

1.2.10.1 The Deputy Vice-Chancellor, Academic or nominee shall act as coordinator to negotiate and discuss information with all other associated partners.

1.2.10.2 The Deputy Vice-Chancellor, Academic shall be responsible for compliance of the partnership agreement where Curtin is the enrolling partner.

1.2.11 Contract

1.2.11.1 The contract shall include all procedural matters concerning the partnership.

1.2.11.2 The contract shall be signed by the Vice-Chancellor prior to commencement of the program.
## 5. Course design

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5.1 Graduate capabilities

1. PURPOSE
This policy outlines the Graduate Capabilities that a student is expected to develop while studying at Curtin.

2. POLICY STATEMENT
This policy describes the capabilities that all Curtin graduates will have developed during their course in order to equip them for the future. Student achievement of the Graduate Capabilities is accomplished through implementation of outcomes-focused education.

3. PRINCIPLES
3.1 Curtin is committed to producing graduates who demonstrate the Graduate Capabilities.
3.2 Students are presented with appropriate learning, teaching, and assessment experiences to enable them to develop and demonstrate the Curtin Graduate Capabilities.
3.3 Students are made aware of the importance of development of the Curtin Graduate Capabilities early in their studies.
3.4 The Curtin Graduate Capabilities are explicitly communicated to staff and students in all course and unit documentation.
3.5 The Curtin Graduate Capabilities apply to all Curtin award courses of at least 200 credits in length, to allow sufficient time for graduates to develop the capabilities.

4. PROCEDURES
4.1 CURTIN GRADUATE CAPABILITIES
Curtin graduates acquire discipline, knowledge and professional capabilities that enable them to transform lives and communities or 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’ “katajininy warniny” (translated from the Nyungar 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.

4.2 QUALITY ASSURANCE
4.2.1 Learning, teaching and assessment of the Curtin Graduate Capabilities is assured through the normal course approval and review processes, and the monitoring of student learning experiences through student evaluation mechanisms.
4.2.2 A student's achievement of Curtin's Graduate Capabilities is an indicator of the University's achievement of its core teaching and learning function.
5.2 Associate degree

1. PURPOSE
To define the requirements, structure, and outcomes for an associate degree to be accredited by Curtin.

2. POLICY STATEMENT
2.1 A Curtin associate degree structure will be in accordance with the Australian Qualification Framework (AQF) Level 6 qualification and will:
   2.1.1 Incorporate learning outcomes that are aligned to Curtin’s Graduate Capabilities and consistent with the AQF that explicitly address discipline competencies/requirements.
   2.1.2 Have a volume of learning that is typically 2 years.
   2.1.3 Consist of 400 credits in units which may be structured as majors and/or streams, and contain 200 to 250 credits at first year level.
2.2 Associate degree courses are not currently offered through Open Universities Australia, and would require new category type on Student One if proposed.
2.3 The Deputy Vice-Chancellor, Academic Education may grant exemptions from this policy in exceptional circumstances.

3. SUPPORTING PROCEDURES
A Curtin Associate degree at Australian Qualification Framework (AQF) Level 6 qualifies individuals who apply a broad body of knowledge in a range of contexts to undertake paraprofessional or highly skills work and as a pathway for further learning. A Curtin associate degree will be characterised by the following:

3.1 Course Learning Outcomes
   3.1.1 Incorporate learning outcomes that are aligned to Curtin’s Graduate Capabilities and consistent with the AQF that explicitly address discipline competencies/requirements.
   3.1.2 Curtin’s graduate capabilities are explicitly identified and aligned with the purpose and discipline of each degree by way of focused course learning outcomes. These outcomes are achieved through the provision of authentic and diverse learning activities.
   3.1.3 The course learning outcomes are consistent with the AQF specifications for associate degrees (AQF 2011, 44) which are:
      3.1.3.1 Knowledge: Graduates of an associate degree will have broad theoretical and technical knowledge of a specific area or a broad field of work and learning;
      3.1.3.2 Skills: Graduates of an associate degree will have cognitive, technical and communication skills to:
         • analyse information to complete a range of activities;
         • interpret and transmit solutions to unpredictable and sometimes complex problems;
         • transmit information and skills to others
      3.1.3.3 Application of knowledge and skills: Graduates of an associate degree will demonstrate the application of knowledge and skills:
         • in contexts that are subject to change;
         • within broad parameters to provide specialist advice and functions;
• to demonstrate autonomy, judgement and defined responsibility.

3.2 Volume of Learning
3.2.1 The volume of learning of associate degrees is typically two years.

3.3 Pathways
The pathways that students follow as their studies lead them into associate degree qualification and then onto further studies must be understood in order to facilitate course design.

3.3.1 Incoming students require a satisfactory ATAR upon completion of Year 12 in an Australian school system or equivalent, including mature age or other special provisions for entry or bridging or foundation programs. Students may also enter from a diploma or advanced diploma, which may involve articulation and credit transfer arrangements, or they may enter from another associate degree.

3.3.2 Students are expected to demonstrate potential to undertake work at an associate degree level. In some circumstances relevant prior work can be recognised. Prior learning and credit transfer may be considered in assessing the academic level of entry.

3.4 Nomenclature
3.4.1 The names of associate degrees shall be in accordance with the Academic Award Policy and the Study Package Coding and Naming Conventions.

3.5 Credit for Recognised Learning
3.5.1 Students may be granted credit towards an associate degree on the basis of previous studies undertaken at a recognised University or other post-secondary institution or for tertiary-level studies obtained by other means, in accordance with the Credit for Recognised Learning Manual.

3.6 Associate Degree Structure
3.6.1 Associate degree courses consist of 400 credits in units which may be structured as majors and/or streams.

3.6.2 Majors, streams and units may have requisites and/or assumed knowledge, or may be restricted to students enrolled in particular courses.

3.6.3 An associate degree will normally contain 200 credits at first year level, and not exceed 250 credits at first year level.

3.6.4 Students must fulfil those requirements of a course, major or stream that were operational at the time they were first admitted to the course or approved in that major or stream. Where a student has taken a break in studies of two or more semesters (other than a formal suspension), the requirements that apply are those operating at the time of readmission. When there is a change in the requirements, the students enrolled in the course, major or stream shall not be subject to any additional requirements. However, they may elect to meet all the requirements of the new structure or may seek the relevant Head of School approval for other arrangements.

3.7 Requirements to graduate
3.7.1 In order to be awarded an associate degree, a student shall:

• complete the number of credits required for that degree (which includes credit awarded under Credit for Recognised Learning);
• complete the requirements stipulated for the course in which the student is enrolled; and
• satisfy the requirements of all other relevant Statutes and Regulations of the University.
3.8 Nesting in Bachelor degrees

3.8.1 An Associate degree may be nested in a Bachelor degree, enabling multiple exit points (and possibly entry points) for students

3.8.2 Curtin must ensure that the inclusion of units at lower levels for Associate degrees does not undermine the integrity of the Bachelor degree course being delivered.

4. RELATED DOCUMENTS/LINKS

Admission and Enrolment Manual
5.3 Bachelor degree

1. PURPOSE
To define the requirements, structure, and outcomes for a bachelor degree to be accredited by Curtin.

2. POLICY STATEMENT
2.1 A Curtin bachelor degree structure will be in accordance with the Australian Qualification Framework (AQF) Level 7 qualification and will:
   2.1.1 Incorporate learning outcomes that are aligned to Curtin’s Graduate Capabilities and consistent with the AQF that explicitly address discipline competencies/requirements.
   2.1.2 Have a volume of learning that is typically 3-4 years.
   2.1.3 Consist of 600 to 800 credits in units which may be structured as majors, streams and/or minors, and contain 200 to 250 credits at first year level.

   The Deputy Vice-Chancellor, Academic may grant exemptions from this policy in exceptional circumstances.

3. SUPPORTING PROCEDURES
A Curtin bachelor degree at Australian Qualification Framework (AQF) Level 7 qualifies individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work and as a pathway for further learning. A Curtin bachelor degree will be characterised by the following:

3.1 Course Learning Outcomes
   3.1.1 Curtin’s graduate capabilities are explicitly identified and aligned with the purpose and discipline of each degree by way of focussed course learning outcomes. These outcomes are achieved through the provision of authentic and diverse learning activities.
   3.1.2 The course learning outcomes are consistent with the AQF specifications for bachelor degrees (AQF 2011, 46) which are:
      3.1.2.1 Knowledge: Graduates of a bachelor degree will have a broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.
      3.1.2.2 Skills: Graduates of a bachelor degree will have:
         • cognitive skills to review critically,analyse,consolidate and synthesise knowledge;
         • cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas;
         • cognitive and creative skills to exercise critical thinking and judgment in identifying and solving problems with intellectual independence; and
         • communication skills to present a clear, coherent and independent exposition of knowledge and ideas.
   3.1.3 The course learning outcomes are consistent with the AQF specifications for bachelor degrees (AQF 2011, 46) which are:
      • with initiative and judgement in planning, problem solving and decision making in professional practice and/or scholarship;
      • to adapt knowledge and skills in diverse contexts;
      • with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters.
3.2 Volume of Learning

3.2.1 The volume of learning of bachelor degrees is typically three to four years. This includes variations in the volume of learning such as:

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

3.3 Pathways

The pathways that students follow as their studies lead them into bachelor degree qualification and then onto further studies must be understood in order to facilitate course design.

3.3.1 Incoming students require a satisfactory ATAR upon completion of Year 12 in an Australian school system or equivalent, including mature age or other special provisions for entry or bridging or foundation programs. Students may also enter from a diploma or advanced diploma or associate degree, which may involve articulation and credit transfer arrangements, or they may enter from another undergraduate degree.

3.3.2 Students are expected to demonstrate potential to undertake work at a bachelor level. In some circumstances relevant prior work can be recognised. Prior learning and credit transfer may be considered in assessing the academic level of entry.

3.3.3 The graduate of a bachelor degree is eligible to apply for entry to a bachelor honours, graduate certificate, graduate diploma and a master degree by coursework program.

3.4 Nomenclature of Bachelor Degrees

3.4.1 The names of bachelor degrees shall be in accordance with the Academic Award Policy and Study Package Coding and Naming Conventions.

3.5 Credit for Recognised Learning

3.5.1 Students may be granted credit towards a bachelor degree on the basis of previous studies undertaken at a recognised University or other post-secondary institution or for tertiary-level studies obtained by other means, in accordance with the Credit for Recognised Learning Manual.

3.6 Bachelor Degree Structure

3.6.1 Bachelor degree courses consist of 600 to 800 credits in units which may be structured as majors, minor and/or streams.

3.6.2 A degree which equips students for a specific professional context is normally subject to accreditation requirements by professional bodies.

3.6.3 Each bachelor degree will have:

- a dedicated core unit which develops communication skills and academic English language proficiency; and
- work-integrated learning to support the development of graduate employability.

3.6.4 Majors, minor, streams and units may have requisites and/or assumed knowledge, or may be restricted to students enrolled in particular courses.

3.6.5 A bachelor degree will normally contain 200 credits at first year level, and not exceed 250 credits at first year level

3.6.6 A single major:

- is a coherent and rigorous treatment of a single discipline or area of study as defined by the course learning outcomes specified for the major;
- is a prescribed set of units with a minimum of 200 credits at 200 and 300 level, with a minimum of 100 credits at 300 level;
- may have up to 50 credits in prerequisite units at first year level.
3.6.7 A double major:
- is a coherent and rigorous treatment of two distinct areas of study as defined by the course learning outcomes specified for that double major;
- is a combination of two single majors selected from an approved list of double majors;
- requires a student to complete the full requirements of both single majors;
- requires the student to satisfy both the conditions of the course and both single majors.

3.6.8 A defined double major
- is a prescribed set of units with a minimum of 400 credits at 200 and 300 level (with a minimum of 150 credits at 300 level);
- may have up to 100 credits in prerequisite units at first year level;
- has at least 150 credits from each major which are different from, and cannot be counted towards the other major i.e. there may be some overlap where up to 100 credits contributes to both majors.

3.6.9 Students must fulfil those requirements of a course, major, minor or stream that were operational at the time they were first admitted to the course or approved in that major, minor or stream. Where a student has taken a break in studies of two or more semesters (other than a formal suspension), the requirements that apply are those operating at the time of readmission. When there is a change in the requirements, the students enrolled in the course, major, minor or stream shall not be subject to any additional requirements. However, they may elect to meet all the requirements of the new structure or may seek the relevant Head of School approval for other arrangements.

3.6.10 In those courses where there are specific pre-requisites required to pursue an area of study (e.g. honours vs. non-honours), a stream will be used to define the specific pathway.

3.7 Requirements to graduate

3.7.1 In order to be awarded a bachelor degree, a student shall:
- complete the number of credits required for that degree (which includes credit awarded under Credit for Recognised Learning);
- complete the requirements stipulated for the course in which the student is enrolled; and
- satisfy the requirements of all other relevant Statutes and Regulations of the University.

3.8 Variations to Requirements

3.8.1 Students may enrol in a unit with learning outcomes which allow for negotiation of an Independent Study Contract. Contracts shall be negotiated between the student and the head of the teaching area or nominee. Each contract shall be approved by the head of the teaching area, who shall approve a supervisor and determine the content and assessment requirements for the unit. The credit value for the unit(s) encompassing a contract shall not exceed 25 credits.

4. RELATED DOCUMENTS/LINKS

Admission and Enrolment Manual
Credit for Recognised Learning Manual
5.4 Bachelor Double degree

1. PURPOSE

The purpose of this policy is to define the requirements, structure and outcomes of a double degree.

2. SUPPORTING PROCEDURES

2.1 The course structure for double degrees shall offer an integrated pattern of studies in both disciplines. Significant components of the final year of studies of both degrees shall be incorporated in the study program. The course structure for double degrees must meet the University requirements in respect to credits and number of units.

2.2 The duration of the double degree may vary among disciplines. A double degree shall add at least one year of study beyond the length of the longest single degree. Completion of a Double Degree will require less time than if the two undergraduate degrees are studied separately.

2.3 The establishment of a double degree in existing disciplines is regarded as a new teaching development and is subject to the Course Approval Policy and Procedures.

2.4 The Owning Organisational Unit 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 an Advisory Board and a Board of Examiners with members from each of the disciplines.

2.5 Students in double degree programs shall be eligible on an equal basis for scholarships, prizes and awards for excellence.

2.6 An Advisory Board comprising representatives of both disciplines will provide external advice for the course development. The teaching areas may use their existing Advisory Boards to obtain advice on the double degree. Opportunity shall be provided for the Advisory Board members to offer their collective advice on the development of the program.

2.7 Each double degree shall be advertised and defined as a single program with a distinct admission code. Students shall be enrolled in a unique course number which recognises the title of each degree. Students shall obtain a single statement of academic record which records the performance in units in both disciplines.

2.8 Students admitted to a double degree are required to be challenged by the demands of two disciplines. Selection into the course shall be based on merit, with entry levels generally exceeding the separate cut-off scores of each of the degrees taken separately. Students transferring into the course from another course shall be selected on the basis of their performance.

2.9 A student may elect or be invited to undertake an honours year in one or both disciplines but not concurrently if honours is to be taken for both. Where such an honours program is an additional year to the normal pass degree in the single degree, such students shall enrol in the single honours program. This shall result in a total duration of study exceeding that of the double degree.

2.10 A student may elect to transfer from a double degree to a single degree in one of the disciplines. In this event the relevant Head of the teaching area shall determine the amount of credit to be transferred to the single degree.

2.11 Graduating double degree students will receive two Award Certificates, one for each of the component discipline degrees.

2.12 Double degree programs must be at least 800 credits, and contain between 200 and 250 credits of first year units.
5.5 Bachelor Honours degree

1. PURPOSE

The purpose of this document is to set out the various honours awards conferred by the University, the characteristics and requirements of each, and the procedures associated with these awards.

It is also to:

- ensure all honours programs provide the foundations of research or research preparation and have identifiable discipline-specific individual research, scholarly or creative components; and
- provide a framework for grading to recognise and reward outstanding academic ability.

2. POLICY STATEMENT

2.1 The AQF description of a Bachelor Honours Degree is:

2.1.1 Purpose: The Bachelor Honours Degree qualifies individuals who apply a body of knowledge in a specific context to undertake professional work and as a pathway for research and further learning.

2.1.2 Knowledge: Graduates of a Bachelor Honours Degree will have coherent and advanced knowledge of the underlying principles and concepts in one or more disciplines and knowledge of research principles and methods.

2.1.3 Skills: Graduates of a Bachelor Honours Degree will have:

- cognitive skills to review, analyse, consolidate and synthesise knowledge to identify and provide solutions to complex problems with intellectual independence
- cognitive and technical skills to demonstrate a broad understanding of a body of knowledge and theoretical concepts with advanced understanding in some areas
- cognitive skills to exercise critical thinking and judgement in developing new understanding
- technical skills to design and use research in a project
- communication skills to present a clear and coherent exposition of knowledge and ideas to a variety of audiences

2.1.4 Application of knowledge and skills: Graduates of a Bachelor Honours Degree will demonstrate the application of knowledge and skills:

- with initiative and judgement in professional practice and/or scholarship
- to adapt knowledge and skills in diverse contexts
- with responsibility and accountability for own learning and practice and in collaboration with others within broad parameters
- to plan and execute project work and/or a piece of research and scholarship with some independence

2.2 Types Of Honours Programs

2.2.1 There shall be three types of Honours programs:

2.2.1.1 An End-on Honours program: an honours course consisting of a one year full-time, or equivalent part-time study that is additional to a normal bachelor degree course in that field of study.

2.2.1.2 An Embedded Honours program: a stream equivalent to one year of full-time study embedded in a bachelor degree which is at least four years in duration.
2.2.1.3 An *Entire Course Honours program*: a Bachelor plus honours course, consisting of at least four years full-time or equivalent part-time study that is equivalent to a Bachelor degree and an end-on honours program.

2.2.2 The research component of an *Honours program* shall consist of not less than 50 credits of supervised individual research at AQF Level 8 involving the production of the research component.

2.2.3 *End-On Honours Programs*

2.2.3.1 An *End-on Honours program* shall include 200 credits of research component and coursework to Achieve learning outcomes at AQF level 8.

2.2.3.2 Admission to an *End-on Honours program* follows completion and high achievement in an appropriate bachelor degree. Normally, students will only be admitted if they have achieved an average mark of not less than 65 in relevant units of study.

2.2.3.3 Bachelor degree graduates from other recognised higher education institutions may be admitted to an *End-on Honours program* provided their undergraduate performance is deemed equivalent to those entering with a Curtin degree.

2.2.3.4 Admission into an *End-on Honours program* will be by invitation by the Head of the Academic Area or their nominee.

2.2.4 *Embedded Honours Programs*

2.2.4.1 An *Embedded Honours program* shall consist of an honours stream with the following characteristics:

- a minimum of 200 credits comprising both a research component and coursework to achieve learning outcomes at AQF level 8.
- a sustained, high academic achievement during the bachelor degree program, and a similar standard of performance with the honours coursework that is completed predominantly during the last year (or two) of the bachelor degree.

2.2.4.2 The program requires admission into an honours stream.

2.2.4.3 Admission into the Honours stream shall be by invitation by the Head of the Academic Area or nominee based on a high level of academic performance.

2.2.4.4 Normally, applicants will only be admitted to the Honours stream if they have achieved an average mark of not less than 65 in relevant units of study.

2.2.4.5 Students wishing to transfer from an honours stream to a pass stream, shall follow the normal enrolment procedures but shall not be permitted to transfer back into the honours stream at a later stage unless exceptional circumstances can be demonstrated to the Head of the Academic Area.

2.2.4.6 The Pass stream is designed to achieve learning outcomes at AQF level 7, whereas the Honours stream is designed to achieve learning outcomes at AQF level 8. Both streams will require stream learning outcomes that clearly make the distinction between the different AQF levels achieved.

2.2.5 *Entire Course Honours Programs*

2.2.5.1 An *Entire Course Honours program* shall consist of at least 800 credits (4 years) with the following characteristics:

- a minimum of 200 credits comprising both a research component and coursework to achieve learning outcomes at AQF level 8.
- a sustained, high academic achievement during the bachelor degree
program, and a similar standard of performance with the honours coursework that is completed predominantly during the last year (or two) of the bachelor degree.

2.2.5.2 Admission into an entire course Honours program follows normal admission procedures into a Bachelor degree. If a student has achieved an average mark of less than 65 in relevant units of study, they will be requested to exit the course after the completion of third year.

2.2.5.3 Students who have exited the award with an intermediate award shall not be permitted to re-enrol in the final year of the course unless exceptional circumstances can be demonstrated to the Head of the Academic Area.

2.3 Supervision

2.3.1 There shall be a supervisor designated for each honours student who shall be responsible for:

- assisting in the choice and planning of the research component, and
- academic counselling, feedback and monitoring of progress of the research component.

2.3.2 A supervisor shall be a member of the academic staff of the University. A co-supervisor, appointed to jointly supervise, may be another member of academic staff, an Adjunct staff member, a suitably qualified industry expert, or an Emeritus Professor of the University. An alternative supervisor should be appointed if the supervisor is to be unavailable for more than four weeks during the period of supervision of the research component.

2.4 Assessment

2.4.1 The Head of the Academic Area shall appoint at least two examiners for the research component, one of whom must be internal to the University.

2.4.2 Examiners must possess a minimum of a Master degree and have relevant expertise in the area of the research component. An appropriately experienced person without this qualification may be permitted to examine at the discretion of the Head of the Academic Area.

2.4.3 Each Academic Area shall prepare and publish Guidelines for Examination of Honours Research Components with established assessment criteria for use by examiners.

2.4.4 Each examiner shall prepare an examiner's report addressing the assessment criteria and indicating the recommended mark for the research component based on those criteria.

2.4.5 Honours research components shall be allocated a mark. A Pass/Fail assessment is not permitted.

2.4.6 In the event of discrepancy between the examiners' reports (normally where the mark of the research component differs by at least 10 per cent), and a consensus cannot be reached, a third examiner shall be appointed. The mark for the research component will be the average of the two closest marks from the three examiners.

2.4.7 A student is not permitted to re-submit the final research component for examination.

2.5 Classification of Honours

2.5.1 The class of honours shall be determined by the Board of Examiners.

2.5.2 The recommended class of honours for an honours program shall be informed by the examiners' reports for the research component and the student's performance in coursework components of the honours program, and is submitted to the Board of Examiners by the Head of Academic Area.
2.5.3 The weighting of the research component in the overall mark for the honours program shall be not less than 50%.

2.5.4 The permissible classes and marks for Honours awards are:

<table>
<thead>
<tr>
<th>Class of Honours</th>
<th>Overall Mark for the Honours Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>80 or more</td>
</tr>
<tr>
<td>Upper Second Class</td>
<td>70 to 79</td>
</tr>
<tr>
<td>Lower Second Class</td>
<td>60 to 69</td>
</tr>
<tr>
<td>Third Class</td>
<td>50 to 59</td>
</tr>
</tbody>
</table>

2.5.5 Students in an embedded honours program who do not achieve the necessary requirements may be awarded a pass degree provided that they meet the requirements of that qualification.

2.6 Appeals

2.6.1 Before using a formal appeal procedure, students should discuss any disputed invitation into honours or transfer out of honours with the Head of the Academic Area or nominee. Students may be accompanied by another person from within the University during these discussions.

2.6.2 Any appeal against failure to gain admission into an honours program must be made in writing and the grounds for the appeal must be clearly stated. The appeal must be lodged with the relevant Pro Vice-Chancellor (or nominee) within 10 working days from the date of notification of the outcome of the application. After review and appropriate consultation, the Pro Vice-Chancellor (or nominee) shall notify the student of the outcome of the Appeal in writing. The decision of the Pro-Vice Chancellor (or nominee) shall be final.

2.6.3 Any appeal against assessment or the level of Honours awarded shall follow the assessment appeals process outlined in the Assessment and Student Progression Manual.

3. PROCEDURES

3.1 Each Academic Area shall be responsible for the administration of this policy.

3.2 Each Academic Area will establish and publish entry requirements for all its honours degree programs. This must, where applicable, include details on:

- selection and admission;
- the role of supervisor;
- the rights and responsibilities of students;
- the submission and examination of the honours research component, and
- any other relevant University or Faculty policies.

3.3 The provisions of the Code of Conduct for the Responsible Practice of Research, applies to all Honours programs.
5.6 Postgraduate Coursework degree

1. PURPOSE
The purpose of this policy is to define the requirements, structure and outcomes of postgraduate coursework degrees.

2. POLICY STATEMENT
This policy is informed by and employs text from the Australian Qualifications Framework (2011).

2.1 General
2.1.1 To be awarded a postgraduate coursework qualification a student must:
- complete the number of credits required for that qualification (subject to any credit for recognised learning) and
- satisfy the requirements of all other relevant Statutes, regulations and policies of Curtin University.

2.1.2 There are two types of coursework Masters degrees that may be offered at Curtin University
- Masters (Coursework) - most common coursework masters course, with a focus on scholarship or professional practice
- Masters (Extended) - coursework masters course, with a focus on professional practice. Extended Masters courses are typically longer in duration than Masters (coursework)
- Masters (Research) - are research, not coursework degrees. Please refer to section 5.5 Other award courses and the Higher Degree by Research rules and regulations

2.1.3 The academic responsibility for each postgraduate course and major rests with the relevant Owning Organisational Unit. The Academic Board has overarching responsibility for all postgraduate courses and majors. The Academic Board shall, where conflict arises, determine the Faculty in which each graduate course and major is located; the Pro Vice-Chancellor, after consultation with the relevant Faculty Committee, shall determine the Owning Organisational Unit in which it is located.

2.1.4 Students must fulfil the requirements of a postgraduate course or major that were operational at the time they were first admitted to the course. Where a student has taken a break in studies of two or more semesters (other than a formal suspension), the requirements of the course or major that apply are those operating at the time of readmission or recommencement. When there is a change in the requirements for a postgraduate course or major, the students admitted to the course or enrolled in the major shall not be subject to any additional requirements. However, they may elect to meet all the requirements of the new course or major, or may seek Owning Organisational Unit approval for other arrangements.

2.2 Graduate Certificates and Graduate Diplomas
2.2.1 A graduate certificate and graduate diploma are AQF level 8 qualifications.

2.2.2 A graduate certificate and graduate diploma may be undertaken either in a new area of study (different discipline) or an area related to previous studies (same discipline).

2.2.3 The AQF describes graduates of a graduate certificate or graduate diploma as being able to apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning. The following learning outcomes are to be achieved:
2.2.3.1 Advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area.

2.2.3.2 Skills:

- cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems
- cognitive skills to think critically and to generate and evaluate complex ideas
- specialised technical and creative skills in a field of highly skilled and/or professional practice
- communication skills to demonstrate an understanding of theoretical concepts
- communication skills to transfer complex knowledge and ideas to a variety of audiences.

2.2.3.3 Demonstration of the application of knowledge and skills:

- to make high level independent judgments in a range of technical or management functions in varied specialised contexts
- to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts
- with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters.

2.2.3.4 The award type, entry requirements and credit value for graduate certificates and graduate diplomas are:

<table>
<thead>
<tr>
<th>Award Type</th>
<th>Minimum entry requirements</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate</td>
<td>A bachelor degree or equivalent credit gained for recognised learning</td>
<td>A minimum of 100 credits (may be an intermediate award of a graduate diploma or a master degree).</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>A bachelor degree Or A graduate certificate</td>
<td>A minimum of 200 credits (of which up to 100 may be from a graduate certificate). May be an intermediate award of a master degree.</td>
</tr>
</tbody>
</table>

2.2.4 Where a graduate certificate and/or a graduate diploma lead to a master degree, they may be nested within the master degree or may be a pathway into a master degree.

2.2.5 A graduate diploma requires at least 100 credits of core units. Wherever practicable a graduate certificate should be nested within a graduate diploma and typically forms the first 100 credits of the nested master degree.

2.2.6 Curtin must ensure that the inclusion of units at lower levels for Graduate Certificates and Graduate Diplomas does not undermine the integrity of the Master degree course being delivered.

2.2.7 Graduate certificates may not contain majors, but may contain units which contribute to a major within a graduate diploma or a master by coursework.
2.2.8 A major within a graduate diploma requires a minimum of 100 credits which are unique to the major.

2.3 Coursework Master Degrees- Masters (Coursework) and Masters (Extended)

2.3.1 A master degree is an AQF level 9 qualification.

2.3.2 A master degree may be undertaken either in a new area of study (different discipline) or an area related to previous studies (same discipline) at the detailed field of study.

2.3.3 The AQF describes graduates of a master degree as being able to apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning. The following learning outcomes are to be achieved:

2.3.3.1 Advanced body of knowledge:

- that includes the understanding of recent developments in a discipline and/or area of professional practice
- of research principles and methods applicable to a field of work and/or learning.

2.3.3.2 Skills:

- cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship;
- cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice;
- technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level;
- communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences, and
- technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.

2.3.3.3 Demonstration of the application of knowledge and skills:

- with creativity and initiative to new situations in professional practice and/or for further learning with high level personal autonomy and accountability
- to plan and execute a substantial research-based project, capstone experience and/or a piece of scholarship.

2.3.4 The typical master degree by coursework comprises:

- coursework,
- an independent research-based project, and
- either a capstone experience and/or a piece of scholarship.

2.3.5 A master degree may be structured in a nested arrangement with a graduate certificate and/or graduate diploma.

2.3.6 The award type, entry requirements and credit value for master degrees are:
### Award Type

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Minimum entry requirements</th>
<th>Credit value for Master degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Area of Study (AQF: different discipline)</td>
<td>A bachelor degree or equivalent</td>
<td>Minimum of 400</td>
</tr>
<tr>
<td></td>
<td>A bachelor degree and relevant learning including work experience</td>
<td>Minimum of 300</td>
</tr>
<tr>
<td></td>
<td>A graduate certificate; or graduate diploma or bachelor honours degree</td>
<td>Minimum of 300</td>
</tr>
<tr>
<td>Area Related to Previous Studies (AQF: same discipline)</td>
<td>A bachelor degree or equivalent</td>
<td>Minimum of 300</td>
</tr>
</tbody>
</table>

2.3.7 Entry requirements for postgraduate coursework programs cannot set a semester weighted average for previous studies, but can state that entry to the course is competitive and a high semester weighted average is required.

2.3.8 In determining the length of the course, consideration will be given to the course aims, characteristics of students who enter the course and professional accreditation requirements. Masters (Extended) have a greater volume of learning than Masters (Coursework), which is typically 3-4 years for an extended Masters and 1-2 years for a coursework Masters.

2.3.9 In order to demonstrate the application of knowledge and skills in a master degree, the independent research-based component of a master degree shall be a minimum of 50 credits and shall not be greater than one third of the total credits.

2.3.10 A master degree shall have a minimum of 100 credits of core units.

2.3.11 A major within a master requires a minimum of 100 credits which are unique to the major.

### Use of Undergraduate Units in Postgraduate Coursework Degrees

2.4.1 Achievement of course learning outcomes at AQF Level 8 would not usually be achievable through inclusion of undergraduate units; however, exceptions would be considered on a case by case basis and require approval by Courses Committee. Postgraduate students generally have more advanced learning skills, knowledge and experience than undergraduate students and courses should reflect this level of complexity and use approaches and assessment which are appropriate for the skills of graduate students.

2.4.2 The University recognises that in some instances, there may be sound academic reasons for the inclusion of undergraduate units in postgraduate courses, such as:

- where well designed undergraduate syllabus is an appropriate inclusion in a postgraduate course designed to cater for new-to-discipline students;
- where an undergraduate unit fills a knowledge gap of a postgraduate student who has an otherwise appropriate undergraduate education;
breadth of option choice, allowing a student to select a unit which is specifically relevant to their background experiences or career goals;

Where these criteria cannot be met, it may be appropriate to have an equitable postgraduate unit formed that supports co-teaching but which is different from the undergraduate version in its course learning outcomes and assessment.

2.4.3 The maximum credits for undergraduate units in a coursework master is set out in the table below; however honours level units are acceptable. Where the master course is part of a nesting arrangement with a graduate certificate or graduate diploma, it is expected that the undergraduate units will be included in the graduate certificate or diploma component of the nest of courses.

<table>
<thead>
<tr>
<th>Minimum entry requirements</th>
<th>Credit value for Master degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>600 credits</td>
<td>200 credits</td>
</tr>
<tr>
<td>500 credits</td>
<td>150 credits</td>
</tr>
<tr>
<td>400 credits</td>
<td>100 credits</td>
</tr>
<tr>
<td>300 credits</td>
<td>50 credits</td>
</tr>
<tr>
<td>200 credits</td>
<td>0 credits</td>
</tr>
</tbody>
</table>

2.4.4 It may be appropriate to include first year level undergraduate units in a post graduate course; however, the maximum allowable credit at the first year undergraduate level is 50 credits in any graduate certificate, graduate diploma or coursework master degree. See table in 2.4.3 for information on using UG units in a PG course/program/award.

2.4.5 Undergraduate units cannot be listed as electives in a postgraduate program.

2.5 Variations to Requirements

2.5.1 University Academic Board may grant exemptions from the terms of this Policy in individual cases, subject to any conditions it may specify.

2.5.2 Students may apply to enrol in an Independent Study Contract for credit towards the degree. Contracts shall be based on individual study, and the content shall not otherwise be available as a unit. Each contract shall be approved by the Head of the School, who shall approve a supervisor and determine the title, content, credit value, assessment requirements and enrolment option of the contract. The credit value for a contract shall not exceed 25 credits.

3. OTHER RELEVANT DOCUMENTS/LINKS

Admission and Enrolment Manual
Credit for Recognised Learning Manual
5.7 Postgraduate Research Courses & Doctorates

1. PURPOSE

To define the requirements, structure and outcomes for a Professional Doctorate degree to be accredited by Curtin.

To define the requirements, structure and outcomes for a research degree (Masters by Research, Doctorate by Research) to be accredited by Curtin.

To define the requirements, structure and outcomes for a Higher Doctorate (Doctor of Science, Doctor of Letters) to be accredited by Curtin.

2. POLICY STATEMENT

2.1 A Curtin Masters (research) degree structure will be in accordance with the Australian Qualification Framework (AQF) Level 9 qualification and will:

2.1.1 Incorporate learning outcomes that are aligned to Curtin’s Graduate Capabilities and consistent with the AQF that explicitly address discipline competencies/requirements.

2.1.2 Have a volume of learning that is typically 1-2 years.

2.1.3 Consist of a single Master’s thesis unit (0 credits), and may contain additional research methods or coursework units provided these do not exceed 1/3 of the total course duration.

2.2 A Curtin Doctoral (research) degree structure will be in accordance with the Australian Qualification Framework (AQF) Level 10 qualification and will:

2.2.1 Incorporate learning outcomes that are aligned to Curtin’s Graduate Capabilities and consistent with the AQF that explicitly address discipline competencies/requirements.

2.2.2 Have a volume of learning that is typically 3-4 years.

2.2.3 Consist of a single Doctoral thesis unit (0 credits), and may contain additional research methods or coursework units provided these do not exceed 1/3 of the total course duration.

2.3 A Curtin Doctoral (professional) degree structure will be in accordance with the Australian Qualification Framework (AQF) Level 10 qualification and will:

2.3.1 Incorporate learning outcomes that are aligned to Curtin’s Graduate Capabilities and consistent with the AQF that explicitly address discipline competencies/requirements.

2.3.2 Have a volume of learning that is typically 3-4 years.

2.3.3 Consist of a theoretical coursework, advanced professional practice and a coursework component, where the coursework component does not exceed 1/3 of the total course duration.

2.4 The Academic Board may grant exemptions from this policy in exceptional circumstances.

3. SUPPORTING PROCEDURES - MASTERS (RESEARCH)

A Curtin Masters (research) degree at Australian Qualification Framework (AQF) Level 9 qualifies individuals who apply an advanced and integrated understanding of a complex body of knowledge in a range of contexts to undertake research, professional work and as a pathway for further learning. A Curtin Masters (research) degree will be characterised by the following:

3.1 Course Learning Outcomes

3.1.1 Curtin’s graduate capabilities are explicitly identified and aligned with the purpose and discipline of each degree by way of focused course learning outcomes. These outcomes are achieved through the provision of authentic and diverse learning
activities.

3.1.2 The course learning outcomes are consistent with the AQF specifications for masters degrees (AQF 2011, 59) which are:

3.1.2.1 Knowledge: Graduates of a Masters (research) degree will have an advanced and integrated understanding of a complex body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.

3.1.2.2 Skills: Graduates of a Masters (research) degree will have expert, specialized cognitive and technical skills:

- analyse critically, reflect on and synthesise complex information, problems, concepts and theories;
- research and apply established theories to a body of knowledge or practice;
- interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences;

3.1.3 Application of knowledge and skills: Graduates of a Masters (research) degree will demonstrate the application of knowledge and skills

- to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner;

3.2 Nomenclature of Master (Research) Degrees

3.2.1 The names of master degrees shall be in accordance with the Academic Award Policy and the Study Package Coding and Naming Conventions.

3.3 Credit for Recognised Learning

3.3.1 Students may be granted credit towards a master degree on the basis of previous studies undertaken at a recognised University or other post-secondary institution or for tertiary-level studies obtained by other means, in accordance with the Credit for Recognised Learning Manual.

3.4 Masters (Research) Degree Structure

3.4.1 Research masters degrees contain either:

- a thesis; or
- a combination of a thesis and coursework in which the coursework component does not exceed 1/3 of the program

3.4.2 Students must fulfil those requirements of a course that were operational at the time they were first admitted to the course. Where a student has taken a break in studies of two or more semesters (other than a formal suspension), the requirements that apply are those operating at the time of readmission. When there is a change in the requirements, the students enrolled in the course shall not be subject to any additional requirements. However, they may elect to meet all the requirements of the new structure or may seek the relevant Head of School approval for other arrangements.

3.5 Requirements to graduate

3.5.1 In order to be awarded a Masters (research) degree, a student shall:

- complete the number of credits required for that degree (which includes credit awarded under Credit for Recognised Learning);
- complete the requirements stipulated for the course in which the student is enrolled; and
• satisfy the requirements of all other relevant Statutes and Regulations of the University.

4. SUPPORTING PROCEDURES- DOCTORATES

A Curtin Doctoral degree at Australian Qualification Framework (AQF) Level 10 qualifies individuals who apply a systemic and critical understanding of a substantial and complex body of knowledge at the frontier of a discipline or area of professional practice to undertake research, professional work and as a pathway for further learning. A Curtin Doctoral degree will be characterised by the following:

4.1 Course Learning Outcomes

4.1.1 Curtin’s graduate capabilities are explicitly identified and aligned with the purpose and discipline of each degree by way of focused course learning outcomes. These outcomes are achieved through the provision of authentic and diverse learning activities.

4.1.2 The course learning outcomes are consistent with the AQF specifications for doctoral degrees (AQF 2011, 63) which are:

4.1.2.1 Knowledge: Graduates of a Doctoral degree will have systemic and critical understanding of a substantial and complex body of knowledge at the frontier of a discipline or area of professional practice.

4.1.2.2 Skills: Graduates of a Doctoral degree will have expert, specialised cognitive, technical and research skills in a discipline area to independently and systematically:

• engage in critical reflections, synthesis and evaluation;
• develop, adapt and implement research methodologies to extend and redefine existing knowledge or professional practice;
• disseminate and promote new insights to peers and the community;
• generate original knowledge and understanding to make a substantial contribution to a discipline or area of professional practice;

4.1.2.3 Application of knowledge and skills: Graduates of a Doctoral degree will apply knowledge and skills to demonstrate autonomy, authoritative judgement, adaptability and responsibility as an expert and leading practitioner or scholar

4.2 Nomenclature of Doctoral Degrees

4.2.1 The names of doctoral degrees shall be in accordance with the Academic Award Policy and the Study Package Coding and Naming Conventions.

4.3 Credit for Recognised Learning

4.3.1 Students may be granted credit towards a doctoral degree on the basis of previous studies undertaken at a recognised University or other post-secondary institution or for tertiary-level studies obtained by other means, in accordance with the Credit for Recognised Learning Manual.

4.4 Doctoral Degree Structure

4.4.1 Doctoral degrees contain either

• a thesis; or
• a combination of a thesis and coursework in which the coursework component does not exceed 1/3 of the program

4.4.2 Professional Doctoral degrees must contain substantial advanced professional practice as well as theoretical coursework as part of the course structure.
4.4.3 Students must fulfil those requirements of a course that were operational at the time they were first admitted to the course. Where a student has taken a break in studies of two or more semesters (other than a formal suspension), the requirements that apply are those operating at the time of readmission. When there is a change in the requirements, the students enrolled in the course shall not be subject to any additional requirements. However, they may elect to meet all the requirements of the new structure or may seek the relevant Head of School approval for other arrangements.

4.5 Requirements to graduate

4.5.1 In order to be awarded a Doctoral degree, a student shall:

- complete the number of credits required for that degree (which includes credit awarded under Credit for Recognised Learning);
- complete the requirements stipulated for the course in which the student is enrolled; and
- satisfy the requirements of all other relevant Statutes and Regulations of the University.

5. RELATED DOCUMENTS/LINKS

Admission and Enrolment Manual
Credit for Recognised Learning Manual

For higher degrees by research (HDR), please consult the Curtin websites listed below.
http://research.curtin.edu.au/guides/forms/gradstudiespolicies.cfm#rules

- Rule No. 10 Pursuant to Statute 12 - Enrolment: Degree of Doctor by Research (10/08/11)
- Rule No. 11 Pursuant to Statute 12 - Enrolment: Degree of Master by Research (10/08/11)
- Rule No. 12 Pursuant to Statute 12 – Enrolment: Degree of Doctor by Coursework (14/5/2014)
- Rule No. 13 Pursuant to Statute 12 - Enrolment: Higher Doctoral Degrees (7/12/05)
5.8 Non-award courses

1. PURPOSE

To define the requirements, structure, and outcomes for a non-award course to be accredited by Curtin.

2. POLICY STATEMENT

2.1 The following types of non-award courses may be offered at Curtin:

- Enabling, Bridging or Foundation courses;
- Short Courses;
- Other non-award courses.

2.2 Non-award courses must comply with the Study Package Coding and Naming Conventions.

2.3 Approval for non-award courses follows the same procedures and processes as Curtin award courses, as outlined in Section 4.1 Course Approval in the Course Approval and Quality Manual.

3. SUPPORTING PROCEDURES

3.1 Students who complete a non-award course will not graduate with a Curtin award, as outlined in the Awards and Graduation Manual.

3.2 Students must fulfil the requirements of the non-award course that were operational at the time they were first admitted. Where a student has taken a break in studies for two or more semesters (other than a formal suspension), the requirements of the course that apply are those operating at the time of readmission or recommencement.

3.3 Students who have completed studies in enabling, bridging or foundation courses, cannot use these studies to receive credit for recognised learning in later courses, as outlined in the Credit for Recognised Learning Manual.
5.9 Units and Theses

1. PURPOSE
   To provide the framework for the development, nomenclature, use and deactivation of units, including thesis units.

2. POLICY STATEMENT
   2.1 The activation or change of a unit is subject to an approval process within the University. Refer to sections 4.1 Course Approval and Deactivation and the Levels of Change Conventions.
   2.2 Each unit will have a unique set of unit learning outcomes, the achievement of which are measured by appropriate assessment tasks.
   2.3 The credit value of a unit will be determined by the unit learning outcomes and workload associated with the unit (see point 3.7 of this section).
   2.4 Units offered through both Curtin University and Curtin-OUA will be independent and separate units, but will have identical syllabi and unit learning outcomes, and equivalent assessment, as outlined in the Curtin-OUA Equivalence Conventions.
   2.5 When a unit is offered on more than one campus, in more than one mode of study or through Curtin-OUA, assessments will be consistent in assessment type, weighting and criteria, but may be contextualised for specific requirements according to mode of delivery or location, as outlined in the Curtin-OUA Equivalence Conventions.
   2.6 Titles will be used to identify and represent individual units and follow the Study Package Coding and Naming Conventions.
   2.7 Undergraduate and postgraduate pairs of units that share the same syllabus must have different learning outcomes and assessments to reflect the different level of study. Each unit has its own availability, both of which may be linked together for combined lectures and/or other classes. These are referred to as co-taught unit
   2.8 Unit viability is the responsibility of the Faculty Pro Vice-Chancellor who shall determine unit viability in consultation with the relevant Head of School (see point 3.6 of this section).

3. PROCEDURES
   3.1 Unit titles
      3.1.1 Unit titles will be used to identify and represent individual units delivered by Curtin. The title as entered in Student One will be reported to the relevant government agency and will be used in all publications (including the University Handbook and academic transcript)
      3.1.2 The University will follow the Study Package Coding and Naming Conventions in relation to the nomenclature of Curtin units and thesis units.
   3.2 Creation of new units
      3.2.1 A new unit with a unique study package code is created when a unit is developed for the first time or if an existing unit is subject to significant change. These significant changes relate to key pieces of information that are reported to the government and hence are associated with unit titles.
      3.2.2 A significant change is defined as a change to the:
         - Credit value;
         - Field of education (usually due to a change in direction of the unit);
         - Syllabus, where there is a major change in the content;
• Owning organisation not in the same faculty; or
• Category type (changing from undergraduate to postgraduate or vice versa)

3.2.3 A unique new title and study package code shall be assigned for all of the above changes.

3.3 Unit requisites

• A pre-requisite unit that must be successfully completed before enrolling in the unit.
• A concurrent pre-requisite unit that must be successfully completed before, or studied at the same time as the unit.
• An admission pre-requisite that is a specific course to which the student must have been admitted in order to enrol in the unit.
• A co-requisite unit that must be studied at the same time as the unit and where the student withdraws from one of the units, they will be automatically withdrawn also from its co-requisite.
• An anti-requisite unit that covers the same (or similar) content, which if previously passed, prevents enrolment in the unit. Students cannot enrol in both units.
• An equivalent unit which indicates that there exists another unit with exactly the same syllabus and ULO’s; and the same or equivalent assessments (as is the case with Curtin-OUA units, equivalent to a Bentley unit).

3.4 New versions of units

3.4.1 A new version of a unit is created when there is a change to the:

• Result type of the unit (i.e., a change from grade/mark to pass/fail and vice versa);
• Owning organisation within the same faculty;
• Teaching organisation(s) or the percentage of teaching;
• Title; or
• Where the unit has been reactivated.

3.4.2 Only one version of a unit can be active within any single study period. Any requirement for two versions of the same unit to accept enrolments within the same study period indicates that a new unit is required.

3.5 Changes within the same version of the unit

3.5.1 New variations of text can be created when the only change to the unit is text related. These changes can be recorded:

• within a specific date range (this retains an accurate historical record); and
• as a variation of the text so that the historical information is maintained.

Changes to text includes syllabus, unit learning outcomes, assessment breakdown.

3.6 Determining unit viability

3.6.1 Assessment of unit viability will take into account these factors:

• student enrolment numbers and the calculated minimum enrolment required to cover the costs of delivering the unit (e.g., staff costs, non-salary costs such as provision and ongoing maintenance and upgrade of facilities and equipment);
• delivery of the unit at multiple locations and any additional costs associated with this (including low enrolment numbers at some locations);
• importance of offering the unit for reputational, industry or accreditation purposes;
• whether the delivery of the unit supports a strategic direction of the University.

3.6.2 All units shall be evaluated for financial viability, having regard to any guideline on minimum enrolment number thresholds issued by the University.

3.6.3 If a decision is made to continue to deliver a unit that is below the minimum enrolment number threshold, the basis for this decision must be documented in terms of the factors listed in Section 3.6.1

3.7 **Allocation of unit credits**

3.7.1 Standard unit credit points will usually be in increments of 25 credits.

3.7.2 A course structure will contain no more than two 12.5 credit units per study period.

3.7.3 With the exception of Honours dissertation units, there will be no full-year units.

3.7.4 There will be no zero-credit units in coursework courses.

3.8 **Deactivation and reactivation of units**

3.8.1 Units which have had zero enrolments for three consecutive academic cycles (the time between a unit being offered in one study period and the next study period in which it is offered) will be made inactive after consultation with the teaching area.

3.8.2 When a course is deactivated, units which are unique to that course will also be made inactive.

3.8.3 Units may be reactivated if there is a demonstrated academic need.

3.9 **Thesis Units**

3.9.1 Thesis units are only offered in research courses (i.e. honours, Masters by research or Doctorate by research).

3.9.2 Normally, thesis units would not have any credit value associated with it.

3.9.3 Thesis units cannot be offered through Open Universities Australia.
5.10 Unit Outline

1. PURPOSE
   To ensure all students are provided with essential administrative information about a unit of study and to guide them in achieving the learning outcomes for the unit.

2. POLICY STATEMENT
   2.1 Content of Unit Outlines
      The following content must be included in the Unit Outline.

      2.1.1 Administrative Information
      • Unit title;
      • Syllabus (approved unit description as recorded in Student One);
      • Study package code;
      • Area responsible for teaching the unit;
      • Credit value of the unit;
      • Tuition pattern
      • Modes of study
      • Co-requisite, pre-requisite, and anti-requisite units;
      • Any additional requirements that must be completed prior to commencing the unit (such as completion of a first aid certificate);
      • Significance of unit e.g. core unit, optional unit or elective;
      • Result type (Pass/Fail or Grade/Mark);
      • Any approved ancillary charge(s) required to be paid by the student to undertake the unit or details of where this information is available; and
      • Contact details for Unit Coordinator and teaching staff.

      2.1.2 Learning Information
      • Unit learning outcomes linked to Curtin’s Graduate Capabilities;
      • Learning activities;
      • Essential and recommended textbooks and other reading, including online resources;
      • Learning resources available for the unit and details of how to access them;
      • Requirements necessary for students to pass the unit;
      • Details of assessment tasks including:
        o Number, type, purpose and weighting of each assessment task;
        o Which learning outcomes are assessed within each assessment task;
        o Due dates of all scheduled assessment tasks; and
        o Criteria for successful performance of each task;
      • Details of penalties for late submission of work;
      • Dates of fieldwork education activities (eg clinical, practical placements) and, where applicable, guest lectures and other special activities;
      • The referencing style to be used and access to guidance on how to use it;
      • Information about deferred assessment and Supplementary Assessment;
      • Recent unit changes as a result of student and stakeholder feedback; and
      • Program calendar.

      2.1.3 Additional Information
      • Relevant Faculty/School/Department information (or details of where this information can be found);
      • Information (or references) to University policy on academic integrity; and
      • Information (or references) to University policy on copyright.

All unit outlines must include a reference to the University web page “Student Rights and Responsibilities” (available at http://students.curtin.edu.au/rights/) by incorporating the following text:
Student Rights and Responsibilities

Is it the responsibility of every student to be aware of all relevant legislation and policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" web page at: http://students.curtin.edu.au/rights/

2.2 Responsibility for Preparing Unit Outlines

2.2.1 Unit Coordinators are responsible for preparing unit outlines and ensuring that the content is accurate.

2.3 Provision of Unit Outlines to Students

2.3.1 Unit outlines must be made available to students online and arrangements made to provide students with access 1 week before the commencement of the study period in which the unit will be delivered.

2.3.2 The Head of School is responsible for ensuring that unit outlines are made available to students in accordance with this policy.

2.4 Annual Review of Unit Outlines

2.4.1 Unit outlines must be reviewed at least annually to ensure they remain current.

2.4.2 The Head of School is responsible for establishing an appropriate review process.

2.5 Varying a Unit Outline after Issue

2.5.1 After a unit outline has been made available to students studying the unit in a particular study period, the assessment details, criteria for successful completion of the unit, and due dates for assignments and other assessment tasks, may be altered only with the consent of the majority of the students enrolled in the unit.

2.5.2 The Head of School is responsible for developing a process to gain consent and approve any alterations.

3. OTHER RELEVANT DOCUMENTS/LINKS

Assessment and Student Progression Manual
Plagiarism Policy and Procedures
Fieldwork Education Policy
5.11 Faculty advisory councils and school advisory boards

1. PURPOSE

This policy sets the framework for consultation and guidance between Faculties and Schools and senior levels of industry, government, the community and professional associations (where applicable).

2. POLICY STATEMENT

A Faculty may establish a Faculty Advisory Council to provide input to the strategic directions of the Faculty and facilitate direct communication between the Faculty and senior levels of industry, government and the community.

Schools must have Advisory Boards for all courses or groups of courses. These boards provide links with external representatives and serve to inform future trends that may impact the content or emphasis of courses.

2.1 FACULTY ADVISORY COUNCILS

A Faculty Advisory Council is a consultative body comprised of relevant university staff and representatives of industry, government, the community and professional associations (where applicable) which provides advice on emerging trends, educational needs of industry, the professions, government and the community. A Faculty Advisory Council also provides input to Faculty strategic directions, assists in developing Faculty linkages with industry, government, the community and professional associations and contributes to the general promotion of the Faculty. A Faculty Advisory Council meets at least twice per year.

2.1.1 The composition of a Faculty Advisory Council is at the discretion of the Pro Vice-Chancellor of the Faculty, in consultation with the Deputy Vice-Chancellor, Academic and Vice-Chancellor, but would usually consist of:

- the Pro Vice-Chancellor;
- Head of School
- two staff representatives;
- a student representative and
- between nine and twelve external representatives from industry, government and the community and/or relevant professional associations with an appropriate balance of skills, experience and disciplines. The Chairperson may invite additional members to attend as deemed appropriate.

2.1.2 The Chairperson will usually be an external member of the Faculty Advisory Council appointed by the Pro Vice-Chancellor.

2.1.3 Members, other than the Pro Vice-Chancellor, a Head of School and the student representative, will be appointed for a three year term and may serve for up to three consecutive terms only. The Pro Vice-Chancellor and Head of School will be appointed ex officio.

2.1.4 The Faculty Advisory Council will:

- provide critical input on strategic directions;
- advise on changing trends, needs and priorities relating to the discipline areas of the Faculty;
- assist in developing links with industry, government and the community; and
- contribute to the general promotion of the Faculty.

2.1.5 Members may participate in special ceremonies and events and contribute to program reviews and selection panels.
2.1.6 Members must identify any possible conflict of interest.

2.1.7 The Pro Vice-Chancellor will provide a brief report on membership and activity of the Council annually to the Deputy Vice-Chancellor, Academic.

2.2 SCHOOL ADVISORY BOARDS

A School Advisory Board is a consultative body comprised of relevant University staff and representatives from industry, government, the community and professional associations (where applicable) which provides advice on emerging trends, educational needs of industry, the professions, government and the community. A School Advisory Board meets at least once per year. In some instances the Pro Vice-Chancellor may wish to establish Department Advisory Boards.

2.2.1 The composition of an Advisory Board is at the discretion of the Head of the School, in consultation with the relevant Pro Vice-Chancellor, but must consist of:

- the Head of School;
- a minimum of two staff representatives, including relevant course coordinator(s) (one of whom is selected for their expertise in teaching and learning);
- a student representative; and
- a minimum of six external representatives from industry, government, the community and/or relevant professional association (where applicable) with an appropriate balance of skills, experience and disciplines. The Chairperson may invite additional members to attend Advisory Boards.

2.2.2 The Chairperson is usually an external member of the School Advisory Board but may be the Head of School or their nominee.

2.2.3 Members, other than the Head of School and the student representative, will be appointed for a three year term and may serve for up to three consecutive terms only. The Head of School will be appointed ex officio.

2.2.4 The School Advisory Board will:

- advise on changing trends, needs and priorities relating to the discipline areas of the School;
- assist in developing links with industry, government and the community;
- contribute to the general promotion of the School/discipline;
- advise on future trends in the relevant industries employing graduates;
- consider changes to courses and the introduction of new courses at the very broad level;
- provide input to course reviews; and
- consider proposals or submissions for course accreditation (where applicable).

2.2.5 Members may participate in special ceremonies and events and contribute to program reviews and selection panels.

2.2.6 Members must identify any possible conflict of interest.

2.2.7 The Head of School will provide a brief report on membership and activity of the Advisory Board annually to the relevant Pro Vice-Chancellor.
6. Course delivery

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6.1 Service teaching

1. PURPOSE
The purpose of this policy is to describe the development, delivery and management of service teaching. It should also assist Teaching Areas to determine when service teaching should be utilised and the responsibilities of parties involved.

2. PRINCIPLES
The principles underpinning this Service Teaching policy are that:
- Unnecessary duplication of units should be avoided.
- High quality and relevant teaching and learning can be enhanced by:
  (i) consultation and collaboration between the discipline experts and the client(s) on the service unit learning outcomes, syllabus, tuition pattern, learning experiences and assessment as required by the client(s);
  (ii) ensuring that the most appropriate area(s) contribute to the teaching of a unit or course, and
  (iii) ensuring that appropriate consultation occurs between relevant Heads of Teaching Areas, Departments and/or Faculties;
- Resources including staff, finances, equipment and teaching spaces should be used efficiently.
- Service teaching arrangements should normally arise from voluntary collaboration between the provider and client areas that result in mutual benefits.
- The location of a particular discipline or professional area of study in a School or Faculty cannot imply ownership of that intellectual territory to the exclusion of others when the application of knowledge is of multi-disciplinary concern.

3. POLICY STATEMENT
3.1 Service Teaching Partnerships
3.1.1 A service teaching arrangement or teaching partnership should be negotiated when:
  (i) substantial content of an existing unit or units in a teaching area coincides with that of a proposed unit or units in another teaching area; or
  (ii) substantial content of a proposed unit or unit of a teaching area coincides with the subject matter of the disciplines or professional areas of another teaching area. The other teaching area may need to modify or create a unit to meet the needs of the proposing teaching area; or
  (iii) substantial content of a proposed unit coincides with the subject matter of a discipline or professional area of each of the proposing and another teaching area, i.e. it includes material that falls within more than one discipline area; or
  (iv) a member of staff of one teaching area teaches all or part of a unit owned by another.

3.1.2 Service Teaching arrangements may take on a number of different forms. Examples include:
  (i) Model 1 - The unit is generic and may be owned, designed and fully service taught by the provider (expert discipline area) to a client or range of clients;
  (ii) Model 2 - The unit is owned and fully taught by the provider and customised with involvement from the client(s) to provide relevant and appropriate discipline examples and applications; or
  (iii) Model 3 - The unit may be co-taught as a result of a formal shared teaching arrangement with a specific portion of the teaching undertaken by the client and the remainder by the provider (expert discipline area).
3.2 Responsibilities

3.2.1 All parties have a responsibility to ensure a satisfactory outcome for service teaching in accordance with the Guidelines in Schedule A.

3.2.2 Faculty Boards are responsible for reducing inappropriate duplication of units by making use of appropriate Service Teaching arrangements.

3.2.3 Heads of potential Provider Areas are responsible for initiating discussion with prospective clients with a view to reducing possible duplication.

3.3 Service Teaching Agreements

3.3.1 Clients and providers should come to a mutually beneficial agreement through a process of negotiation between the Heads of the relevant Teaching Areas and staff.

3.3.2 The following should be clearly determined to the satisfaction of both parties, for the unit(s) in question:

- ownership of the unit
- responsibility for determining unit learning outcomes, syllabus, tuition pattern, learning experiences, assessment;
- the course(s) that a unit is servicing and its role ie core, elective, or optional unit
- any shared teaching arrangements
- financial arrangements
- mechanisms, frequency and process of unit review (including eVALUate)
- consultation process (including identifying key stakeholders) should there be any changes to the unit e.g. changes to unit structure, revision of a course which includes a service taught unit (in particular, the desire to remove a service-taught unit from a course), changes to the availability, teaching staff or delivery of a unit
- timeframes for consultation should changes to the unit be required
- identification of staff designated to liaise on each aspect of the arrangement
- methods by which notification of changes will be conducted
- mechanism and frequency of review of the service teaching arrangement.

3.3.3 A service teaching agreement should be documented and a copy held by both provider(s) and client(s) (a sample service teaching agreement proforma is provided at http://ctl.curtin.edu.au/learning_teaching/policies_plans_reports.cfm).

3.3.4 Service Teaching Agreements should be reviewed on a regular basis (at least every two years) as part of unit quality assurance and to determine each party’s satisfaction with the arrangement.

3.4 Mechanisms for Dealing with Unsatisfactory Performance

3.4.1 Where either client(s) or provider are dissatisfied with the performance of the other party this must be notified in writing.

3.4.2 Discussion about the problem areas should be held between the parties concerned including relevant staff members and Heads of Schools/Departments.

3.4.3 Proposed improvements and strategies for their achievement as a consequence of the discussion must be documented. As a result, the client(s) should expect reasonable improvement in the quality of the service taught unit within the next study period. Due acknowledgement of the amount of improvement which can be expected within the timeframe shall be given.

3.4.4 Where resolution cannot be achieved, the matter should be referred to the Pro Vice Chancellor(s) or their nominated delegate with notification including the nature of the problem, strategies which have been undertaken to resolve the matter and a summary of the consultation and negotiation process to date. The Pro Vice Chancellor(s) will assume leadership in facilitating the matter through further negotiation and resolution.
3.4.5 Where the matter cannot be resolved by the Pro Vice Chancellor(s) it should be referred to the Deputy Vice-Chancellor, Academic who will consider the circumstances, take advice from the relevant Pro Vice Chancellors, Schools/Departments/Faculties and provide a final decision.

3.5 Withdrawal from Service Teaching Arrangements

3.5.1 Where there have been two cycles of the unit being taught and agreed improvements have not been achieved, the client(s) is entitled to withdraw from the agreement and develop alternative strategies for service delivery following referral to the Pro Vice Chancellor(s).

3.5.2 Where it is determined that a reduction in service teaching is required through Course Review or other mechanisms, adequate consultation with the provider must be undertaken.

3.5.3 Normally a minimum of 12 months notification is required to enable the provider to make provisions for reduced staffing and other requirements

4. RESPONSIBILITIES FOR PARTIES TO ENSURE A SATISFACTORY OUTCOME FOR SERVICE TEACHING

The following are suggested responsibilities for parties involved in service teaching arrangements. Further details may be outlined in the Service Teaching Agreement.

Models 1 and 2

The provider is responsible for:

- development of the unit in consultation with clients regarding the syllabus, unit learning outcomes, learning experiences and assessment tasks;
- provision of relevant and high quality teaching and learning;
- ongoing consultation with clients to ensure continued relevance and appropriateness for student learning;
- provision of feedback to clients on student outcomes, results and unit evaluations each time the unit is offered;
- including the client(s) in decision-making associated with the on-going provision of the service unit; and
- addressing requests for change to units from clients, or providing evidence where such requests cannot be accommodated.

The client is responsible for:

- initiating, negotiating and preparing the Service Teaching Agreement in consultation with the relevant Unit Coordinator, Course Coordinator and Head of the providing area;
- contributing, where appropriate, to unit development including syllabus, unit learning outcomes, learning experiences and assessment tasks;
- informing the service provider in a timely manner of relevant changes and/or new course requirements which impact upon service teaching;
- involvement in the teaching and creation of the unit as negotiated in the Service Agreement;
- provision of constructive feedback on the service effectiveness, relevance and quality;
- including the service provider in decision-making associated with the use of the service unit; and
- ensuring the service provider is invited to Boards of Examiners and Advisory Boards as appropriate.

Model 3

In the case of Model 3, the teaching team is jointly responsible for ensuring quality teaching and learning.
6.2 Language of instruction

1. PURPOSE
The purpose of this document is to provide guidance on the language context for teaching and learning and to establish expectations for language competencies in aspects of admission and assessment of students.

2. POLICY STATEMENT
All Curtin teaching and learning experiences shall be in the English language except where expressly approved under clause 2.1 below.

2.1 Delivery in a Language other than English
There may be cases where it would be beneficial to conduct a course, partially or wholly in a language other than English. In these cases the following shall apply:

2.1.1 applications for a course to be conducted either wholly or partially in a language other than English will be determined on a case-by-case basis, must be submitted a full semester in advance, and approval obtained from the relevant Pro Vice Chancellor, the Deputy Vice-Chancellor, International, and Academic Board.

2.1.2 in making a decision as to whether or not a course may be wholly or partially conducted in a language other than English, the relevant parties must ensure that:

2.1.2.1 learning outcomes, resources, course documentation, quality of teaching staff, assessment, moderation and review/evaluation are equivalent to the course conducted in English, and

2.1.2.2 approval is obtained from the relevant advisory committee, Faculty Academic Board, the International Office, and the University Teaching and Learning Committee.

2.1.3 In the planning, provision and monitoring of services, the Guidelines for Teaching and Learning in a Language other than English, contained in section 4 below, shall be adhered to.

2.2 Academic Transcripts and Testamurs
Curtin Academic Transcripts and Testamurs will always be provided in English. However, where a course has been conducted wholly or substantially in a language other than English, the Academic Transcript and Testamur will contain a notation specifying that the course was delivered and/or the award was achieved in a named language other than English.

3. PRINCIPLES
3.1 Graduates from Curtin are expected, as part of their Curtin education, to develop during their studies the Curtin Graduate Capabilities which include Communication skills. These skills are normally considered to include fluency in writing, reading, and speaking in the English language.

3.2 Research Masters and Doctoral Theses will be presented in English unless use of a language other than English is recommended by the relevant Faculty Graduate Studies Committee and approved by the University Graduate Studies Committee. If the recommendation is approved, a translation of the thesis into English may be required.

3.3 Teaching staff are employed on the assumption of competence in the English language. For this reason Curtin's ability to assess and assure itself of its standards is based on the use of English as a means of communication.

3.4 Where some teaching or written work is to be conducted in a language other than English, the relevant Pro Vice-Chancellor must be satisfied that this can be adequately assessed, and deemed to be of an equivalent standard, by staff proficient in both English and the other language used in the assessed work.

4. Guidelines for Teaching and Learning in a Language other than English
These guidelines for quality assurance for delivery of courses in a LOTE are intended as a supplement to the University’s Collaborative Education Services (CES) Policy & Procedures.
proposals to deliver a Curtin course either wholly or partially in a language other than English (LOTE) will be expected to demonstrate inter alia, consideration of the following guidelines:

4.1 Management and Review

4.1.1 A comprehensive business case must be prepared including a full costing, cost-benefit analysis, risk analysis, review mechanisms, and quality assurance mechanisms, prior to the commitment. This is 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 language other than English.

4.1.2 As a guide, risks particular to courses delivered offshore in a LOTE are likely to include:
- Risks to reputation;
- Misinterpretation of documents or oral communications;
- Risks to the quality assurance of the course due to a lack of adherence to procedures and processes that ensure the expected learning outcomes for students; and
- Risk of an unsatisfactory learning experience for students due to a limited range of course materials, student services or access to appropriate teaching and learning experiences.

4.1.3 Financial analysis should identify the levels of LOTE translation and the associated costs that will apply to such collaborations. Translation or interpretation may be required for some or all of the following:
- Agreements and/or MOUs;
- Websites, advertising and promotional materials;
- Acceptance and welcome packs;
- Relevant university policies;
- Unit outlines; course materials;
- Amendments to student software systems to accommodate the LOTE;
- Specialised printing of transcripts and/or testamurs for the LOTE course;
- Counselling;
- In-class interpretation;
- Promotional materials for alumni activities;
- Non-bi-lingual Curtin staff undertaking course review;
- Exam papers; assessment of papers and exams; and
- Purchase of LOTE texts and reference materials (including online journals) for the Curtin and/or partner library.
- Additionally, financial analysis should also include costs associated with selection and recruitment of bi-lingual staff (academic or general).

4.1.4 All translation must be performed by suitably qualified and accredited staff or professional translators who are fluent in both English and the other language. This process must be managed by Curtin staff. Requirements with respect to the availability and quality of reference materials must be made clear prior to commencement of the course, in consultation with the relevant Curtin academic area.

4.1.5 Mechanisms for consultation with students, staff, professional associations, and industry partners, where relevant, must be established and maintained for the duration of the course.

4.1.6 The University’s policy and legal requirements must be met regarding the Collaborative Education Services policy approvals and conclusion of an appropriate written agreement prior to the commencement of any course.
4.2 **Staffing**

4.2.1 In addition to having suitable disciplinary knowledge and qualifications, staff appointed by Curtin and the partner institution (where relevant) to deliver the course must be suitably qualified in both English and the other language, and provided with appropriate induction to allow them to deliver the course at a standard that is at least equivalent to the standard that applies at Curtin Bentley.

4.2.2 Induction and training for staff who are teaching in the LOTE course should include:

- cross-cultural issues, occupational health and safety principles, details of relevant national or local codes as appropriate (for instance the implications of the ESOS Act on offshore teaching arrangements);
- Curtin 'ethos', its standards of teaching and approaches to the units offered; and
- working with in-class interpreters (where necessary).

4.2.3 Equivalent methods of evaluation of teaching (peer and student) must be in place and available in dual language format (English and the other language).

4.3 **Quality of Teaching and Learning**

4.3.1 Courses must be approved according to the University's normal course approval process.

4.3.2 Course and unit outlines, texts and references, and other learning materials must be of an equivalent standard and breadth, and translated by suitably qualified and experienced translators as required.

4.3.3 Assessment tasks and feedback to students must be comparable to the requirements and standards for the same course taught in English and clearly explained to students.

4.3.4 All offshore students undertaking a Curtin degree in a LOTE should be provided with an induction into Curtin teaching practices and expected learning outcomes, an explanation and translated copies of the university’s policies relating to plagiarism, students’ rights and obligations and privacy issues, and advised of any student support services. The induction should be provided before the commencement of study and in the LOTE.

4.3.5 Students studying offshore in a LOTE should have access to, or be provided with, (appropriately translated) review of their results and appeal mechanisms.

4.3.6 All marking of student assessment in a LOTE should be undertaken by assessors fluent in the LOTE, who have been trained in Curtin’s standards and assessment policy or framework.

4.3.7 Any course evaluation should be provided to the students in the LOTE and the results considered by Curtin, which will require translation into English.

4.4 **Admission and Enrolment**

4.4.1 The University entry requirements for Curtin apply.

4.4.2 Responsibility for admission and enrolment will be retained by Curtin.

4.4.3 Advertising material may need to be translated into the LOTE.

4.4.4 Material provided to offshore students in the form of admission, acceptance and/or offer packs should be translated into the LOTE and include information on:

- Student rights and obligations;
- Relevant university policies (including plagiarism, increases to fees, refunds and academic progress);
- Credit transfer arrangements;
- The nomenclature and information that is to appear on testamurs;
- Credit for recognised learning (CRL);
- The methods of study and assessment;
• Access to library resources;
• The prerequisites that apply and any bridging courses offered by Curtin or its partner;
• Application and acceptance procedures;
• The cost of courses and compulsory charges;
• Fees refund procedures and academic penalties that apply to withdrawals;
• Method of payment; and
• Access to student support services.

4.4.5 All offshore students studying in a LOTE must be provided with timely access to information in the LOTE about their academic progress.

4.5 Library, Information and Support Services

4.5.1 Offshore students should be provided with access (electronic or hard-copy) to appropriate LOTE library resources as available, either at Curtin, and/or the collaborating institution.

4.5.2 Students must have access to all necessary information resources as prescribed by the Director Student Services in electronic and/or hardcopy format and translated by suitably qualified translators. This includes information on students' rights, responsibilities, and the University's rules, policies and guidelines.

4.5.3 To support the LOTE course, consideration may need to be given to establishing a specialized administrative support unit comprising bi-lingual staff to assist both the Australian and offshore staff and students.

4.5.4 Access to equivalent student learning support programs shall be provided in the other language.
6.3 Flexible learning

1. PURPOSE
This policy articulates the University’s commitment to innovative and flexible (blended and online) approaches to teaching and learning that facilitate effective student engagement through the provision of appropriate online environments.

2. POLICY STATEMENT
The University encourages owning organisational units, as determined by the Faculty, to provide flexible learning opportunities and develop learner-centred teaching methodologies that will meet the needs of a student population that is diverse across situations, locations, learning styles, backgrounds, prior experiences and cultures. It may combine one or more of the following key elements:

- Online access to learning resources via contemporary technologies e.g. e-Reserve, LMS, mobile devices and the Internet;
- Online teaching and learning e.g. iLectures, Elluminate, Blogs, Wikis, Discussion forums; and
- Online assessment management e.g. iPortfolio, Grade Centre, Turnitin.

2.1 Every Unit will have an online presence in the Learning Management System (LMS).

3. PRINCIPLES
3.1 The University will explore and develop opportunities for teaching and learning that improve student outcomes and the quality of the student experience.
3.2 Flexible learning will provide students with greater options as to how, when and where to undertake their studies.
3.3 The University will ensure all students have equivalent learning experiences in respect to the course and unit learning outcomes irrespective of the mode of delivery.
3.4 The University will ensure all students have equivalent access to support services irrespective of location and mode of delivery.
3.5 Technologies used for online learning will, as far as practicable, be implemented with regard to the principles of universal design.

4. PROCEDURES
4.1 Development of Flexible Learning Activities
The following shall underpin the planning, development and implementation of all flexible learning.

4.1.1 Ownership
Flexible learning may involve a partnership arrangement between the owning organisational unit and the Centre for eLearning in respect to development and administration. These arrangements must clearly define the roles and responsibilities of the parties involved.

4.1.2 Design and Support
University guidelines are available to assist design of online learning environments that support student engagement.

4.1.3 Teaching Approach
Flexible learning should seamlessly integrate all learning activities and provide students with optimum choice while supporting and sustaining a rich learning experience.

4.1.4 Quality Assurance
Flexible Learning will be monitored and reviewed in line with the University’s quality review process.
6.4 Textbooks

1. PURPOSE
To ensure pedagogical soundness, student accessibility and ethical standards are maintained in the selection and use of textbooks by academic staff.

2. POLICY STATEMENT
2.1 Textbooks prescribed by academic staff must assist students in achieving the unit learning outcomes.
2.2 Textbooks must be accessible to all students regardless of cost, format, location and adhere to the principles of Universal Design.

3. PRINCIPLES
When selecting or recommending textbooks the following principles apply:
3.1 Pedagogical aspects will be considered ensuring that textbooks will be relevant to the core learning outcomes of the specific unit.
3.2 The international (political, social and cultural) context within which the textbook will be used will be considered. If concerns arise, the Head of School must be consulted.
3.3 The financial impact of decisions on students will be considered and where possible, alternative cost-effective options will be provided.

4. PROCEDURES
4.1 Pedagogical Considerations
The expectation of students when they purchase an essential textbook is that the text is on a subject closely related to the core learning outcomes of the unit. Therefore, when prescribing an essential textbook the following pedagogical aspects must be considered:
4.1.1 A large portion of the textbook must be required for the unit (reading, for exercises and/or discussion of key concepts) or it is the primary resource for two or more units;
4.1.2 It must be a relevant textbook, both current and applicable to the unit learning outcomes;
4.1.3 Where a textbook is to be used in several units students should be advised when it is first required;
4.1.4 It should 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);
4.1.5 It must be accessible to all students; and
4.1.6 It must be listed in the Unit Outline and the Curtin (Bookshop) Booklist.

4.2 International Application
Curtin courses are aimed at educating students to acquire an international perspective and intercultural understanding (along with other graduate capabilities). This can be achieved by using case studies, examples, problems and scenarios from international as well as Australian contexts.

Consideration needs to be given to the international perspective when prescribing textbooks. Often a textbook will have a national rather than an international focus; such texts—whether they have a predominantly American or Australian perspective—do not always encourage an international outlook.

When prescribing textbooks, staff need to be aware that there are some countries and offshore partners that have restrictions on texts prescribed due to cultural sensitivities.

A textbook may be available as an international edition as well as an Australian edition, therefore an international edition may be more appropriate and purchased more effectively in offshore locations. However, the discipline (e.g., Australian Taxation Law) may well dictate that the Australian version is the appropriate choice.
4.3 Conflict of Interest

It is important to be aware of and manage any potential conflict of interest when selecting textbooks. Where a conflict of interest is identified (whether actual, potential, or perceived) the staff member must notify their supervisor to determine any potential risk. The process for managing a conflict of interest is outlined in the Conflict of Interest Policy and Procedures.

Areas of a potential conflict of interest are where a staff member may:

4.3.1 Prescribe a self authored textbook as an essential text. While staff are encouraged to research and publish work including textbooks, it is necessary that when prescribing published works that it meet the requirements under "Essential Text"; and

4.3.2 Receive royalties from a book where they have specified it as an essential text.

4.4 Change of Textbook after Notification to Students

Changing the prescribed textbook for a unit after it has appeared on the Unit Outline, Book List and/or Reading List (for that semester) is not appropriate. In the rare case that a change is unavoidable the Head of School must approve the change in consultation with the University Library and the Curtin Bookshop to ensure arrangements can be made to source the alternative textbook. Students must be notified individually and as soon as possible.

4.5 Cost of Purchasing Textbooks

4.5.1 The cost of the textbook must be considered when selecting or recommending an essential textbook.

4.5.2 Where a student requires access to only a small portion of a book, alternative access must be provided, eg e-Reserve, so long as this is in accordance with copyright legislation.

4.6 Change of Edition of Textbook

The average life cycle of a textbook is three to four years, with the exception of some disciplines for example in accounting an annual edition is required to keep pace with changes in tax laws. Therefore:

4.6.1 When prescribing a new edition as an essential textbook, consideration must be given as to whether the prior edition will suffice. The longer an edition is in print the greater the benefit to students who can purchase textbooks on the second hand market.

4.6.2 Where a specific edition of a textbook is required, students must be notified (eg via the unit outline) to ensure the student has access to or purchases the correct edition.

Note: Be aware that publishers sometimes request staff/authors to update a textbook annually and that this may be perceived as a conflict of interest.

4.7 Bundling Textbooks

Textbooks are often combined or bundled with additional learning materials such as CD ROMs, DVDs, supplements, etc. Therefore:

4.7.1 Consideration should be given to the reason and cost of the bundling of a textbook. Students may obtain a second hand copy of the textbook to reduce their expenditure on textbooks but may have to source the additional materials which can often be as expensive as the purchase of the original bundled textbook;

4.7.2 Supplementary materials must be made available separately from the textbook where possible; and

4.7.3 Where possible, the inclusion of worksheets should be avoided as this makes resale of the textbook difficult.

4.8 Number of textbooks requested for a unit

The optimum number of textbooks and readings to be prescribed for a unit will vary depending on the subject, discipline and year level.

4.8.1 Consideration should be given to the number of prescribed essential textbooks that are relevant to the unit learning outcomes as the assumption is that the student will purchase those prescribed ‘essential’.
4.8.2 It should not be expected that students will purchase highly recommended or recommended textbooks, therefore consideration should be given as to how to provide these in alternative locations and/or formats eg e-Reserve/Reserve.

4.8.3 Consideration should be given to the overall number of prescribed textbooks and readings, and be relevant to the learning outcomes.

4.9 Sourcing Textbooks and Textbook Support

There are several alternatives to students purchasing essential textbooks. Access to textbooks can include the following means:

4.9.1 Accessed from the University Library. The Library attempts to hold one (print based) textbook for every thirty students enrolled in a unit, up to a total of seven copies.

4.9.2 Reserve and e-Reserve facilities (subject to copyright requirements) provided by the Library. These can be used:
   - to supplement access to textbooks and readings;
   - to hold books in Reserve for student use; and
   - to request sections of texts (for example, a chapter) to be made available for access by students electronically.

4.9.3 Digitised 'out-of-print' copies of textbooks from the University Library.

4.10 Notification to the Library

The library must be notified of required textbooks and readings.

5. LIST OF SCHEDULES

Guidelines for the Preparation of Readers
6.5 Collaborative education services (international)

The Collaborative Education Services (International) Policy and Procedures (CES Policy and Procedures) are in place to ensure that Curtin's offshore operations delivered in cooperation with a third party collaborator, are established and maintained in accordance with Curtin's commitment to delivering high quality courses to all students in all locations. To do this requires careful management of transnational partnerships. Adherence to the Collaborative Education Services (International) Policy and Procedures affirms our commitment to ensuring quality and standards with regards to our transnational teaching arrangements.

The CES Policy and Procedures covers education programs and services (including teaching, supervision, examinations, professional development, training, moderation, educational support services, and library) provided to international students or collaborators overseas.

Collaborative Education Services procedures outline the assessment of new collaborative programs and partnerships; the review of collaborative existing programs; and the variation or termination of collaborative programs.

The following forms cover the various and diverse international operations and can be found at https://enterprise.curtin.edu.au/planning_policies_procedures/index.cfm

Form 1 – Assessment of New Collaborative Programs
Form 2 – Request for Approval to Negotiate
Form 3 – New Collaborator Assessment
Form 4 – Risk Assessment
Form 5 - Collaborative Activity Business Plan & Quality
Forms 6 & 7– Annual Review Templates
Form 8 – Quality Guidelines and Assessment Criteria
Form 9 – Annual Financial Review Template
Form 10 – Contract Management
Form 11 – Collaborative Program non-renewal or termination flowchart
Form 12 – Annual Review Signoffs
Form 13 – Site Audit Templates
6.6 Collaborative education services (domestic)

Currently under development.
7. Course quality

7.1 Course review ...................................................................................................................... 94
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7.1 Course review

1. PURPOSE
The purpose of this policy is to define and establish an evaluation and review cycle that facilitates systematic monitoring and improvement to ensure Curtin offers high quality, academically sound and financially viable courses.

2. POLICY STATEMENT

2.1 Conduct of Course Reviews

2.1.1 The schedule for Annual and Comprehensive Course Reviews is determined by the Deputy Vice-Chancellor, Academic in consultation with Pro Vice-Chancellors and owning organisations.

2.1.2 Reviews form part of the University's planning and monitoring process.

2.1.3 The responsibility for completion of course review resides with:

- The Course Coordinator under the direction of the Head of School/Department for Annual Course Review.
- The Head of School/Department for Comprehensive Course Review.

2.1.4 Course are required to undertake annual course review when:

- Viability is a threat due to declining enrolments.
- Course aggregated overall satisfaction with units is less than 80%.
- The course is not in the process of Comprehensive Course Review (CCR) or has not completed CCR in the preceding 12 months.

2.1.5 Courses are required to undergo Comprehensive Course Review at least every five years.

2.2 Reporting of Course Reviews

2.2.1 Annual Course Review reports are to be submitted to the DVC Education following endorsement by the relevant Pro Vice-Chancellor or nominee.

2.2.2 Completed Comprehensive Course Review documentation is to be approved through the relevant Faculty committees and University Committees.

2.2.3 A report on progress of Annual and Comprehensive Course Review is provided annually to the Courses Committee for monitoring purposes.

2.3 Actions from Course Reviews

The owning organisation of the award course is responsible for implementing action plans from all course reviews.

3. PRINCIPLES

- Curtin is committed to a planned, systematic review of all courses to ensure that for every award the curriculum is contemporary and challenging, the structure is efficient, and that the student receives a high quality teaching and learning experience.

- Course quality is the professional responsibility of all staff who contribute to any award course. Each has the right and responsibility to contribute to the review process as appropriate.

- Course reviews have three primary foci: course quality (curriculum design with clear, appropriate and developmental learning outcomes; engaging learning experiences; assessment clearly linked to outcomes; continual enhancement and efficient, management); course viability (cost effectiveness and sustainability); and course relevance (the course aligns with Curtin's strategic priorities and external stakeholder and graduate employment confirms the course is meeting expectations). Course reviews incorporate student, community and other stakeholder feedback, and satisfy professional and accreditation requirements.

- All courses use the results of monitoring and review to continuously enhance course quality.
4. GUIDELINES FOR ANNUAL COURSE REVIEW

4.1 Introduction

Annual Course Review is the annual monitoring of a course or group of courses in regard to the student profile, teaching and learning quality, resources and market responsiveness, to identify and implement initiatives. Course review and improvement are integral to Curtin’s quality enhancement processes and forms part of the University’s Planning and Quality Framework. When reviewing courses, all staff involved in the teaching of a course should have the opportunity to be involved and be encouraged to view the process as a self-evaluation of teaching and learning effectiveness. A course review enables staff to reassess the focus of the course and review course and unit learning outcomes, the curriculum, teaching methods and pedagogy, and incorporate changes in response to student and external stakeholder feedback. Course viability can also be assessed, and assist in identifying how courses can be taught in order to maximise the resources available.

4.2 Scheduling and Responsibility of Annual Course Reviews

4.2.1 The owning organisation is responsible for the grouping of courses and scheduling for Annual Course Review. Annual Course Review reports should be submitted to the Dean Teaching and Learning by 30 November each year.

4.2.2 The Course Coordinator is responsible for ensuring the Annual Course Review is completed (under the direction of the Head of School/Department).

4.3 Grouping of Courses

It may be appropriate to review courses or majors as a group of courses with similar disciplines or where there is generally a significant overlap of units, for example:

i) The School of Economics and Finance have three broad areas across which all their award titles sit, so that the undergraduate Bachelor of Commerce majors owned by the School of Economics and Finance could be reviewed in groups of economics, finance and property.

ii) For courses which form part of a suite of graduate programs ie a Graduate Certificate, Graduate Diploma and Master in Nursing could be reviewed as a group.

iii) Double-degree courses could be reviewed as a group in conjunction with the relevant single degree i.e. Bachelor of Arts (Literary Studies), Bachelor of Commerce (Economics)

iv) Undergraduate, honours, graduate courses in a cognate area

4.4 Preparation for Annual Course Review

4.4.1 Course Coordinators, in consultation with the Head of the teaching area and Dean Teaching and Learning, prepare a list of courses or majors to be reviewed and assign time frames between June and November for review. The schedule is to be endorsed by the Deputy Vice-Chancellor, Academic.

4.4.2 Course Coordinators establish a team to review the course, including a Course Review Leader, for each course or group of courses in conjunction with the Head of the teaching area. The Annual Course Review teams should be comprised of approximately 3-5 people and include staff (including sessional staff) involved in teaching the course(s). An external representative is strongly encouraged.

4.4.3 Mechanisms to collect and analyse data from University Planning, community members and other external stakeholders (eg professional associations, employer groups, accrediting bodies) if required, can be scheduled well before commencement of the Course Review Process. The Course Review leader will also prepare the final report (see Reporting section below).

4.5 Annual Course Review Process

The Annual Course Review Process is a four step process

Step 1: Collection and analysis of data - the Annual Course Review includes collection and analysis of the following data from a range of sources such as University Planning, external agencies and employers. Data pertaining to Course Review is available at http://upsystems.curtin.edu.au:7779/CourseReview/index.jsp
Progress on Initiatives
• Progress made on initiatives identified in previous year’s report and the outcome of the initiatives

Profile
• Demand for places, which is measured by:
  - Number of 1st preferences, by school-leaver and non-school-leaver*
  - Average Tertiary Entrance Rank (TER) of enrolling students*
  - New Equivalent Full Time Student Load (EFTSL) and Headcount – by funding category (eg Domestic, International onshore, International offshore)*
  - Total EFTSL and Headcount – by funding category (eg Domestic, International onshore, International offshore)*

Quality of Teaching and Learning
• Student progress, which is measured by:
  - First year retention rate*
  - Course annual retention rate (for main student types - Domestic, International onshore, International offshore) (only courses with at least 30 enrolments)*
  - Course Student Load Pass rate (for main student types - Domestic, International onshore, International offshore)*

• Unit results (S1 Unit Results by Location Report) measured by:
  - Mean and Standard Deviation
  - Percentage of students with deferred assessments, supplementary exams and fails

• eVALUate results – Course Summary Report

• Student Outcomes, which are measured by:
  - Number of graduates
  - Course Experience Questionnaire (CEQ) – Good Teaching Scale (GTS), Generic Skills Scale (GSS), Overall Satisfaction Index (OSI) (benchmarked against national average for {Field of Education})
  - qualitative data from Course Experience Questionnaire
  - Graduate Destination Survey (GDS) – Percentage of students employed full time after graduation, percentage of students employed part time after graduation, and percentage of students undertaking further study

* Data are available from the University Planning, Stats Online website

Human Physical and Information Technology (IT) Resources
• Changes to the course human, physical and IT resources and any impact this may have had on course quality

Relevance to External Stakeholders and Community
• Feedback from Advisory Board
• Feedback from Accreditation Body (if appropriate)

Step 2: Identification of course strengths, and areas for improvement. This includes assessment of course quality, viability and relevance.
• The course team reviews the data and identifies strengths and areas for improvement.

Step 3: Establishment of initiatives and strategies for course improvement. The course team develops strategies to maintain course strengths and to address areas for improvement which are aligned with the University Strategic Plan, the Teaching and Learning Enabling Plan, and Faculty and teaching area operational plans.
Step 4: Annual Course Review Reporting (suggest using template in Schedule C).

4.5.1 On completion of the Annual Course Review, a report containing the review data, a summary of findings and proposed actions are discussed at the relevant Advisory Board prior to submission of the Annual Course Review Report (see Schedule C for template).

4.5.2 The Annual Course Review Report is signed-off by the Head of the teaching area prior to submission to the relevant Faculty Teaching and Learning Committee and Faculty Academic Board (or equivalent).

4.5.3 Following endorsement by the Faculty Teaching and Learning Committee and relevant Pro Vice-Chancellor, a summary report of all Courses (or groups of courses) reviewed is provided to Courses Committee for monitoring purposes.

4.5.4 The Deputy Vice-Chancellor, Academic will provide a University summary report to Teaching and Learning Committee and Academic Board.

4.5.5 The Course Coordinator, under the direction of the Head of the teaching area is responsible for ensuring implementation of the agreed initiatives from the Annual Course Reviews. Actions should be incorporated within the teaching area’s annual update of their operational plan. Areas are strongly encouraged to provide a summary of changes arising from annual course reviews on the appropriate course information homepage to inform students of the importance of evaluation information to close the feedback loop.

4.5.6 The Annual Course Review Reports are retained at the teaching area level to be used in the Comprehensive Course Review process.

4.6 Relevant Documents

Annual Course Review Template is available at: http://ctl.curtin.edu.au/course_quality/course_review/course_review.cfm

5. GUIDELINES FOR COMPREHENSIVE COURSE REVIEW

5.1 Introduction

The Comprehensive Course Review is defined as a 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, and compatibility with other course offerings. Information and actions from the Annual Course Reviews are useful for informing the Comprehensive Course Review.

Course review and improvement are integral to Curtin’s quality enhancement processes and forms part of the University’s Planning and Quality Framework. When reviewing courses, all staff involved in the teaching of a course should have the opportunity to be involved and be encouraged to view the process as a self-evaluation of teaching and learning effectiveness. A Comprehensive Course Review enables staff to reassess the focus of the course, review the course and unit learning outcomes, the curriculum, teaching methods and pedagogy, and incorporate changes in response to student and external stakeholder feedback. Course viability is also assessed, and assists in identifying how courses can be taught in order to maximise the resources available.

The Curtin Course Review Process incorporates student, external and other stakeholder feedback, professional and accreditation reviews, acknowledging their importance and relevance and focuses on three main aspects

- Course Quality (curriculum design, content, delivery, teaching and learning outcomes, assessment and management),
- Course Viability (cost effectiveness and sustainability), and
- Course Relevance (strategic focus, external stakeholder’s feedback and graduate employment).

5.2 Scheduling and Responsibility of Comprehensive Course Reviews

5.2.1 Comprehensive Course Reviews are conducted at least every five years; however, there is flexibility with scheduling so that they can be synchronised with professional accreditation reviews where applicable. Curtin Teaching and Learning maintains a
proposed 5 year plan outlining when courses are due for comprehensive course review. The plan is developed in consultation with the Dean Teaching and Learning, Head of School/Department and Manager Course Review. The Proposed 5 year plan is reviewed annually.

5.2.2 A Comprehensive Course Review may be undertaken earlier if required or at the request of the Vice Chancellor. Indicators which may trigger an earlier review may include: rapidly changing trends within a discipline; worsening trend in key indicators and related measures and targets; consistent student feedback that learning outcomes are not being met; increasing concern in relation to course viability (triggered by a decline in enrolments, loss of staff); accreditation of a professional degree; a change in the external climate e.g. competition; evidence that the degree is not meeting Curtin standards despite annual adjustments.

5.2.3 Under the direction of the Head of the teaching area, the Course Coordinator is responsible for ensuring the Comprehensive Course Review is completed.

5.3 Grouping of Courses
Refer to section 4.3

5.4 Preparation for Comprehensive Course Review

5.4.1 Course Coordinators establish the Course Review teams, including a Course Review Leader, for each course or group of courses in conjunction with the Head of the teaching area. The Comprehensive Course Review teams will be comprised of staff involved in teaching the course(s), the Head of Organisational Unit, representatives from Curtin Teaching and Learning, and at least two members (who must be external to Curtin) drawn from the relevant Advisory Board.

5.4.2 Comprehensive Course Reviews will include and consider data (obtained within the last 5 years) from external referencing or other benchmarking activities regarding the success of student cohorts against comparable courses of study. This will include assessment methods and grading of students’ achievements of learning outcomes for selected units of study within the course.

5.4.3 Mechanisms to collect and analyse data from processes of external referencing or benchmarking, from external industry and academic representatives and other external stakeholders (e.g. professional associations, employer groups, accrediting bodies), can be scheduled in consultation with Curtin Teaching and Learning. A final report prepared by Curtin Teaching and Learning and endorsed by the Course Coordinator is submitted with the final documentation.

5.5 Comprehensive Course Review Process
The Comprehensive Course Review Process is a four step process:

Step 1: Course Portfolio – Captures a 360 degree perspective from key stakeholders including current students, graduates, the teaching team, employers and industry experts, and potential benchmarking partners. The Course Portfolio seeks to provide evidence to maintain the strengths of the course and inform improvements. Collection and analysis of data includes but is not limited to:

Profile
- Demand for places, see section 4.5, step 1
- Equity performance – access, participation, at school level

Quality of Teaching and Learning
- Student progress, see section 4.5, step 1, as well as:
  - Processes for reviewing results and acting on feedback
  - Equity group retention and success rates
- Unit results, see section 4.5, step 1
- eVALUate results – Course Summary Report
- Student outcomes see section 4.5, step 1
• Appropriate use of Teaching and Learning approaches ie needs to relate to OFE and Curriculum map
• Articulation arrangements, recognition of prior learning and unit pre-requisites
• Processes for providing students with feedback
• Provision of learning support
• Processes for ensuring comparable experiences and resources for students on different campuses/delivery modes

**Feedback from Employers, Graduates and the Course Team**

• The Graduate Employability Indicator survey is administered by Curtin Teaching and Learning to employers, Graduates from the preceding 5 years and the teaching team. Analysis of the survey data is included in the Course Portfolio document.

**Human, Physical and Information Technology (IT) Resources**

• Adequacy of academic, administration, professional and technical staffing profile in relation to course objectives (including staffing ratios*)
• Appropriate provision of teaching and laboratory accommodation and equipment
• Appropriate provision of Library and IT services
• Appropriate provision of student Support Services

* Data are available from the University Planning, Stats Online website

**Step 2: Identification of strengths, and areas for improvement.** The Course Portfolio provides evidence for determining strengths and areas for improvement and will include assessment of course quality, viability and relevance. The course team reviews the course and unit learning outcomes; curriculum; alignment of learning and assessment with outcomes; and identifies strengths and areas for improvement.

**Relevance to External Stakeholders and Community**

• Appropriate input to course from professional and community sources
• Student participation
• Employer feedback on graduate capabilities
• Graduate feedback on course relevance

**Course Viability**

• Efficiency and effectiveness of units
• Overall financial viability
• Income – domestic EFTSL, HECS plus GCS, International EFTSL
• Expenditure – academic staff, delivery costs, administration and management costs
• Net revenue – determine green, orange or red light status

**Course Analysis**

• Strengths
• Areas for Improvement

**Step 3: Curriculum Mapping.** This tool shows all units in the course (the syllabus, learning outcomes and the Graduate Capabilities to which they relate, assessment alignment with learning outcomes and the level of thinking they require. Visual representation of key aspects of the course are generated during the curriculum mapping process.

**Step 4: Establishment of initiatives and strategies for course improvement.** The course team develops strategies to continue course strengths and to address areas for improvement which are aligned with the University Strategic Plan, the Teaching and Learning Enabling Plan, and Faculty and teaching area operational plans.

**Action Plan**
• Establish teaching and learning initiatives and strategies for course improvement, ensuring these are aligned to the University Strategic Plan, Teaching and Learning Enabling Plan, and Faculty operational plans

• Proposed action plan and timeline to maintain course strengths and address areas for improvement

**Reporting of outcomes of the Comprehensive Course Review** using template.

5.5.1 On completion of the Review, a final report; a curriculum map which provides a visual representation of the frequency of curriculum elements across the course (including professional accreditation competencies where applicable); and evidence of consultation with the relevant Advisory Board is signed-off by the Head of the teaching area, Faculty Dean Teaching and Learning, Faculty Course Administrator, Teaching and Learning Developer and Course Advisor. Relevant documentation is then submitted to the relevant Faculty Teaching and Learning Committee and Faculty Academic Board (or equivalent).

5.5.2 A summary of Comprehensive Course Review reports for all Courses (or groups of courses) reviewed is provided to Courses Committee for monitoring purposes.

5.5.3 Courses Committee will provide a summary report for the Deputy Vice-Chancellor Academic, the University Teaching and Learning Committee and Academic Board.

5.5.4 The Course Coordinator, under the direction of the Head of the teaching area is responsible for ensuring implementation of the agreed actions from the Comprehensive Course Reviews. Areas are strongly encouraged to provide a summary of changes arising from Comprehensive Course Reviews on the appropriate course information homepage to inform students of the importance of evaluation information to close the feedback loop.
7.2 Student evaluation of learning and teaching

1. PURPOSE
To provide a framework in which the University evaluates learning and teaching, through its principal system of student feedback called eVALUate.

2. POLICY STATEMENT
Curtin will monitor and improve the quality of learning and teaching through systematic unit and teaching evaluation. This includes the interpretation and publication of results, benchmarking and implementation of actions arising from the consideration of student feedback. The following principles apply:

2.1. The quality of learning and teaching at Curtin will be evaluated using multiple sources of data.
2.2. Feedback obtained through evaluation processes will be used to identify quality and excellence in teaching and learning and areas for improvement.
2.3. Students and staff will be responsible for engaging in evaluation processes in a constructive and professional manner.
2.4. Students will be informed how student feedback has been used to maintain or improve the quality of learning experiences.
2.5. Teaching staff are committed to effective learning and teaching practices, including systematic evaluation of all aspects of learning and teaching practice.
2.6. All student feedback collected through eVALUate will be anonymous.

3. PROCEDURES
3.1 The student evaluation of the quality of learning and teaching will be evaluated through:
(a) the eVALUate unit survey (in which all coursework units are automatically included); and
(b) the eVALUate teaching survey (teaching staff who are one continuing, contract or sessional appointments must request at least one teaching survey annually unless unavailable for the campus or study period).

3.2 Monitoring the quality of learning and teaching at Curtin will be based on:
(a) unit and teaching eVALUate reports; and
(b) sources such as: peer review, focus groups; employer and graduate surveys; student pass rates; student retention rates; and external benchmarking measures.

3.3 Learning and teaching evaluation data will be used to:
(a) Improve learning and teaching experiences for students and teachers;
(b) Assist staff to engage in a scholarly review of their teaching by reflecting on unit design, delivery, student engagement, and assessment;
(c) Provide evidence of quality and excellence in teaching and learning;
(d) Provide data to benchmark learning and teaching quality within and beyond the University;
(e) Provide evidence for teaching staff to use as indicators of teaching performance when discussing work plans with line managers and in performance management processes; and
(f) Provide evidence for academic staff promotion, and in rewarding teaching excellence.

3.4 The optimisation of eVALUate response rates is achieved through the shared commitment of staff across the University. This requires:
(a) Teaching staff to remind students to fill in student surveys for quality improvement and teaching development purposes;
(b) Heads of School to engage with teaching staff to work with students to increase response rates;
(c) Curtin Teaching and Learning to engage with Schools to increase student response rates and support staff with timely advice;
(d) Curtin Teaching and Learning will provide DVCs, PVCs and Heads of School with regular updates on response rates during the evaluation process;
(e) Curtin Teaching and Learning will provide a report to all staff on institutional response rates.

3.5 Students will be regularly informed on the outcomes of their unit feedback on the eVALUate website, and including the unit coordinators response on the Unit Summary Report and in Unit Outlines.

3.6 Publication, access to and storage of eVALUate data

3.6.1 Unit Summary Reports will be made available online unless the unit coordinator removes the report from publication. Further details on access to eVALUate data is outlined in Schedule A.

3.6.2 Digital and Technology Solutions (DTS) will be responsible for the secure storage of digital eVALUate data.

3.6.3 Each owning organisational unit and recipient of eVALUate reports will be responsible for the secure storage of eVALUate reports.

4. RESPONSIBILITIES

4.1 The Associate Deputy Vice-Chancellor, Teaching and Learning is responsible for the;
   • implementation and compliance monitoring of these procedures;
   • the ongoing review and use of eVALUate as an internal evaluation tool.

4.2 Digital and Technology Solutions (DTS) is responsible for the secure storage of digital eVALUate data.

4.3 Owning organisation units and recipients of eVALUate reports are responsible for the secure storage of eVALUate reports.

5. ACCESS TO eVALUate DATA

Students and staff have access to eVALUate data as detailed below.

eVALUate Teaching Survey Reports

Results from the eVALUate teaching evaluation survey are reported only to the teacher who requests the evaluation (this report is called the Teaching Evaluation Report (TER). The TER is available when there is more than one student enrolled in the unit (for which the teaching evaluation was requested) and when there were at least two student responses for that teacher within that unit (this is to preserve student anonymity.) This report includes the percentage agreement (or otherwise) with the quantitative items and all student responses to the qualitative items.

The TER is a required source of evidence of teaching quality in conjunction with other sources of information in Work Planning and Performance Review (WPPR) and as formal recognition of teaching excellence.

eVALUate Unit Survey Reports

The following table shows the access to reports on the eVALUate unit survey.

<table>
<thead>
<tr>
<th>Students and Staff</th>
<th>What’s in the report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Summary Report (USR)</strong>&lt;br&gt;For all staff and students unless unpublished by the Unit Coordinator&lt;br&gt;(Must be more than one student enrolled in the unit and at least one student response)</td>
<td>Percentage agreement (Disagreement and Unable to Judge) with the quantitative items; and the Unit Coordinator’s response.</td>
</tr>
</tbody>
</table>
### University Aggregated Report (UAR)
For all staff and students
(Available after Semester 1 and 2 events)

University and Faculty response rates, quantitative results and themes in qualitative results (downloadable pdf document).

## Staff (only)

### eVALUate Report (business rules)

<table>
<thead>
<tr>
<th>What's in the report</th>
</tr>
</thead>
<tbody>
<tr>
<td>full unit report (FUR)</td>
</tr>
<tr>
<td>course summary report (CSR)</td>
</tr>
<tr>
<td>owning organisation unit summary report (OOUSR)</td>
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</tbody>
</table>

### General Public

### eVALUate Report (business rules)

<table>
<thead>
<tr>
<th>What's in the report</th>
</tr>
</thead>
<tbody>
<tr>
<td>aggregated course report (ACR)</td>
</tr>
</tbody>
</table>

### Using eVALUate Reports for Quality and Excellence in Teaching and Learning

Guidelines for interpreting and using eVALUate results have been developed for each report and are available on the eVALUate website. For all reports, Curtin staff are required to use eVALUate results in the spirit of Curtin’s Values and to show due care for colleagues. Misuse of data from eVALUate reports will be dealt with according to Clause 68 of the Academic, Professional and General Staff Enterprise Agreement 2017-2021.

Unit Coordinators must read the student qualitative comments and reflect on the quantitative and qualitative feedback using the Full Unit Report Guidelines. Unit Coordinators are expected to share eVALUate unit survey quantitative results with the unit teaching team (if applicable). They may share qualitative comments which are general in nature (that is, in which staff are not identifiable) with all staff teaching in the unit. Some comments, however, will identify particular staff.
It is appropriate to pass on those comments (both positive and negative) to the identifiable staff member only. Any comments in which staff are named are confidential to that staff member and to those charged with the coordination and management of the unit.

Course Coordinators are expected to use Course Summary Reports to ensure overall course quality as part of the Annual Course Review and ART 2015 Course Review processes. These reports are provided to Course Coordinators by Heads of Owning Organisational Units.

Heads of Owning Organisational Units are expected to read the student qualitative comments and use Full Unit Reports and Teaching Evaluation Reports as one form of teaching evaluation for discussion in the Work Planning and Performance Review. They are expected to use Course Summary Reports and Owning Organisational Unit Summary Reports to ensure overall course quality as part of Annual Course Review and ART 2015 Course Review processes.

The Senior Executive Team, PVC’s, Deans Teaching and Learning and Heads of Owning Organisations are expected to use the University Aggregated Report and their Faculty Supplement to determine overall trends within their Faculty relative to other Faculties and the University; to reward excellence, and to identify areas and make recommendations for improvement.
8. Other relevant policies and documents

- Academic Calendar and Class Timetabling: Consolidated Policies and Procedures
- Accessible Information Policy and Procedures
- Admission and Enrolment Manual
- Assessment and Student Progression Manual
- Conducting Educational and Research Activities Involving Australian Indigenous People Procedures
- Conscientious Objection Policy and Procedures
- Copyright Policy and Procedures
- Credit for Recognised Learning Manual
- Disability Access and Inclusion Plan
- Fieldwork Education Policy and Procedures
- Health and Safety Policy
- Inclusive Language Procedures
- Indigenous Governance Policy and Principles for Implementation
- Intermediate Awards Policy
- Plagiarism Policy and Procedures
- Reconciliation Action Plan
9. Definitions

The following definitions apply to all sections of this manual.

**Academic Area**
For the purpose of this document, means a faculty, school, department, enrolling area, centre or teaching area.

**Adjunct Staff Member**
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".

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

**AQF**

**Award**
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.

**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**
A learning environment that combines face-to-face teaching, online learning and other educational media.

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

**Client**
Is a recipient School or Course of service teaching.

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

**Comprehensive Course Review**
Is a 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.

**Core Unit**
Is a compulsory unit specified in the course structure.

**Course**
Is a structured combination of approved units which when completed qualifies the student for an award from Curtin University.

**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.

**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.

**Discipline**
Refers to a defined branch of study or learning.

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

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

**Essential Textbook**
Is reading material deemed fundamental for teaching purposes (defined by the learning outcomes) and is the basis for theoretical and practical aspects of the unit. Students would be expected to purchase or have access to a copy.

**eVALUate**
The University’s online system for gathering and reporting students’ perceptions of their learning experience.

**Evaluation**
Refers to the collection, analysis and interpretation of data and feedback on the quality of teaching and learning.

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

**Fully Online**
A learning environment that requires no face-to-face interaction and requires students to have full web access.

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

**Highly Recommended or Recommended Textbook**
Is reading material that provides further study in the subject area and will broaden the knowledge of the student and encourage greater depth and understanding of the subject. The expectation is that a recommended textbook is additional reference material but is not deemed essential for successful completion of the unit.

**Inter-Faculty Approval**
Approval of changes that impact on a teaching area in a different faculty to the requesting area.

**Intra-Faculty Approval**
Approval of changes that impact on a teaching area within the same faculty as the requesting area.

**Learning Management System (LMS)**
A software application that provides an electronic environment for a unit of study.

**Major**
Is a series of units which pursues learning in depth and provides a coherent and rigorous enquiry of a single discipline or area of study.

**Nested Suite of Graduate Courses**
Is 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.

**Optional Unit**
Is a unit chosen by the student from a specified list within the course structure.

**Owning Organisational Unit**
Is an organisational entity e.g. school or teaching area, which is the designated owner of a course or component of a course such as a unit, stream or major.

**Phasing out Period**
The period between the decision to deactivate a course or major and the point when the course is formally deactivated will not exceed the time that the most recently enrolled full-time student will take to complete assuming no failures.

**Postgraduate Course**
The postgraduate course is one which is undertaken following a bachelor degree or equivalent and may be:
- in a new area or
- advancing an area which has been previously studied.

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

**Reader**
Is a collection of readings from various sources, produced in-house within copyright regulations and sold on a cost recovery basis. Where possible these readings should be available on e-Reserve.

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

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

**Research Component**
A dissertation, thesis, manuscript and associated documentation, project, or creative work which constitutes part of the assessable work towards a degree.

**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 Unit**
Is any unit that has input to curriculum design and/or teaching from more than one faculty, school, department, or discipline group.

**Stream**
Is a specialised structure of units within a course and is used to define a specific pathway.

**Study Period**
A period of time in which a unit is available (e.g. Semester 1, Trimester 3).

**Textbook**
Is a learning resource to facilitate student achievement of unit learning outcomes and particularly higher order thinking skills.

**TESQA**

**Unit**
Is the discrete entity of study within a subject area and is the fundamental component for teaching, learning, assessment and student records.

**Unit Learning Outcomes**
Is what successful students are expected to know, understand or be able to do as a result of unit learning experiences.

**Work Integrated Learning**
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-curricula programs.

**Workbook**
Is a text which students write in and may be handed in for assessment purposes.
## 10. Responsibilities

<table>
<thead>
<tr>
<th>Policy Compliance Officer</th>
<th>Craig Zimitat, Director, Course Quality</th>
<th>Curtin Learning and Teaching</th>
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<tr>
<td>Policy Manager</td>
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## 11. Revision History

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<th>Approval / Resolution Number</th>
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<td>Academic Board</td>
<td>AB 106/13</td>
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