COURSE QUALITY MANUAL

CONSOLIDATED POLICY AND PROCEDURES

Course Design, Approval and Renewal Policy and Procedures, including the Graduate Capabilities Policy

DATE: 14th May 2019
EFFECTIVE: 10th February 2020
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INTRODUCTION

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

The full title of this manual is Course Design, Approval and Renewal Policy and Procedures, including the Graduate Capabilities Policy. It may be referred to and cited as the Course Quality Manual – Consolidated Policies and Procedures.

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

The aim of this Course Quality Manual is to provide a single, integrated, reference document for staff needing to ascertain any policy issue relating to courses. Supporting guidelines are available via the Curtin Learning and Teaching website.

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

The commencement date for the policy and procedures in the Course Quality Manual will be 10th February 2020. Any future amendments or revisions by the appropriate approval authorities will be effective from the date of such approval.

APPROVAL DETAILS

Endorsed: Courses Committee

Approved by: Academic Board (Policy)

Deputy Vice-Chancellor, Academic (Procedures)
PO LICIES

COURSE DESIGN, APPROVAL AND REVIEW

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

Strategic Plan Theme: Learning and Student Experience

2. PURPOSE

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

3. POLICY STATEMENT

3.1 Courses offered will be high quality and consistent with:

3.1.1 the Higher Education Standards Framework (Threshold Standards) (HESF); and

3.1.2 any other standards, qualifications and regulatory frameworks and legislative requirements of the countries where the course is offered.

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

3.3 Staff in an educator role will complete an approved professional learning program preparing them for university level teaching at Curtin within 6 or 12 months of their appointment; and will continue to improve their educational practice through engagement in contemporary scholarship of learning and teaching relevant to their practice.

Course design and delivery

3.4 Courses offered by Curtin University will:

3.4.1 reflect the strategic objectives of the University;

3.4.2 develop and facilitate student achievement of the Curtin Graduate Capabilities;

3.4.3 comprise consistent, coherent course and component structures, informed by a philosophy of education, that facilitates the progressive and cumulative achievement of specified knowledge and skills, expressed as assessed learning outcomes; and

3.4.4 support the distinctive Curtin student experience.

3.5 The Deputy Vice-Chancellor Academic, upon recommendation by Courses Committee, may approve and vary the annual Course Development and Approval Schedule.

3.6 Award courses will be consistent with the Australian Qualifications Framework, or the equivalent in the country in which they are offered.

3.7 Courses will have entry and completion pathways, course requirements and the availability of exit options to other qualifications clearly specified and communicated to students.

3.8 Where a course contains inherent requirements, these will be clearly specified and communicated to students.

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

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

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

3.12 Course delivery will use contemporary learning and teaching strategies and technologies to facilitate and enhance learning opportunities for all students.
3.13 Staff qualifications and staffing levels will meet the requirements of the learning opportunity, professional accreditation requirements (where appropriate) and levels of support needed within the educative environment.

Course approval

3.14 Courses will be approved for a specified period not exceeding five years.

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

3.16 New courses will be approved for offer in all locations, study and attendance modes, unless otherwise stated; availabilities will be approved by the Head of School/Area, in consultation with the relevant Pro Vice-Chancellor Global Campus for transnational availabilities.

3.17 In accordance with Academic Board’s Constitution, it approves:

3.17.1 proposed new courses;

3.17.2 proposed new, and proposed changes to, courses and components that would:

   a) vary from the use of the standard Australian Qualifications Framework terminology or standard course durations;
   
   b) be conducted either wholly or partially in a Language Other than English (LOTE); and
   
   c) involve double-badging with other institutions.

3.18 The setting or changing of Australian Tertiary Admission Ranking (ATAR) entry requirements or Field of Education (FOE) codes will be approved by Academic Board.

3.19 Changes to courses and components for administrative purposes may be approved by the Director Course and Teaching Quality (or nominee).

   a) Corrections to Field of Education (FOE) codes for administrative purposes may be approved by the Deputy Vice-Chancellor Academic upon recommendation by Courses Committee.

3.20 The Deputy Vice-Chancellor Academic, upon recommendation of Courses Committee, will approve all other course proposals not otherwise to be approved by Academic Board.

3.21 Provided Course Analysis, Review and Renewal (CARR) has been completed, the Deputy Vice-Chancellor Academic, upon recommendation of Courses Committee, will re-approve existing courses for a further specified period, usually five years:

   a) If a course is not reviewed through the CARR process in accordance with the agreed schedule it will be deactivated unless the Courses Committee recommends that the Deputy Vice-Chancellor Academic approves an extension or variation of the course approval period.

3.22 Council is the approval authority for the approval of major new educational activities or initiating major changes to the field of the University’s educational activities.

Course Analysis, Review and Renewal

3.23 Outcomes of quality enhancement and assurance processes will be used to inform actions to improve course quality.

3.24 Academic Board will approve, each year, a five-year schedule of CARRs.

   a) The Deputy Vice-Chancellor Academic may, upon recommendation from Courses Committee, grant extensions or variations to the CARR schedule provided that each course will be reviewed within a seven year window.

   b) Only the Academic Board may permit a CARR of any course to occur more than seven years since its last review.

   c) The Vice-Chancellor, Deputy Vice-Chancellor Academic, Provost or the Academic Board may initiate a CARR at any time.

3.25 Course renewal processes will use an evidence-led, risk-based approach informed by:

   a) student, staff and industry/partner/stakeholder feedback and perspectives;
b) benchmarking against internal, national and international indicators;

c) assurance of academic standards and learning; and

d) internal self-review and independent external academic review.

3.26 Course Quality documentation will be accessible through the curriculum management system.

**Disputes and Exemptions**

3.27 Where any doubt as to the owning area of any course arises, the Academic Board will determine ownership.

3.28 The Deputy Vice-Chancellor Academic may, upon recommendation from Courses Committee, grant an exemption to procedures subordinate to this policy in exceptional circumstances. Exemptions will be reported to Academic Board via Courses Committee minutes.

4. **SCOPE OF POLICY**

   All students, staff and associates involved in learning and teaching, and all Curtin courses.

5. **DEFINITIONS**

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

   Refer to Schedule 1 of this manual for relevant definitions

6. **SUPPORTING PROCEDURES**

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

7. **RELATED DOCUMENTS/LINKS**

   - [Academic Calendar Policy](#)
   - [Admission and Enrolment Manual](#)
   - [Assessment and Student Progression Manual](#)
   - [Awards and Graduation Manual](#)
   - [Collaborative Education Services (International) Policy](#)
   - [Collaborative Education Services (International) Procedures](#)
   - Committee for Private Education Singapore. Edutrust Certification Scheme
Competition and Consumer Act
Complaints Procedures
Constitution of Academic Board
Credit for Recognised Learning Manual
Curtin University Act 1966
Curtin/Curtin-OUA Equivalence Guidelines
Curtin’s Disability Access and Inclusion Plan
Disability Standards for Education 2005
Education Services for Overseas Students (ESOS) Act
ELICOS Standards 2018
Graduate Capabilities Policy
Supervision of Higher Degree By Research (HDR) Students Policy
Supervision of Higher Degree By Research (HDR) Students Procedures
Higher Education Standards Framework (Threshold Standards) 2015
Indigenous Governance Policy
Malaysian Qualifications Framework
Matters Reserved to Council
Professional Development in Tertiary Teaching for Teaching Staff Policy
Schedule 2. Level of change guidelines
Singapore Workforce Skills Qualifications
Tertiary Education Centre, Mauritius
Universal Design at Curtin
University Quality Assurance International Board, Quality Assurance Manual
Western Australian University Sector Disposal Authority (WAUSDA)

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GRADUATE CAPABILITIES

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED
   Strategic Plan Theme: Learning and Student Experience

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

3. POLICY STATEMENT/S
   3.1 Curtin is committed to producing graduates who demonstrate the Graduate Capabilities.
   3.2 Students are 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 will be explicitly communicated to staff and students in all course and unit documentation.

Curtin Graduate Capabilities

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

Curtin graduates are also:

- 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.

Monitoring and Quality Assurance

3.6 Learning, teaching and assessment of the Curtin Graduate Capabilities will be assured through the normal course approval and review processes, and the monitoring of student learning experiences through student evaluation mechanisms.

3.7 A student's achievement of Curtin's Graduate Capabilities is an indicator of the University's achievement of its core learning and teaching function.

4. SCOPE OF POLICY
   All students, staff and associates involved in learning and teaching, and all Curtin award courses of more than 200 credit points in length, to allow sufficient time for graduates to develop the capabilities.
5. DEFINITIONS
(Note: Commonly defined terms are located in the Curtin Common Definitions. Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions

6. SUPPORTING PROCEDURES
Nil

7. RELATED DOCUMENTS/LINKS
Course Design, Approval and Review Policy
Higher Education Standards Framework (Threshold Standards) 2015
Indigenous Governance Policy

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PROCEDURES

ACADEMIC INTEGRITY DEVELOPMENT

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

   Course Design, Approval and Review Policy
   Graduate Capabilities Policy
   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

   2.1 Students will develop and demonstrate a philosophy of academic integrity throughout their course of study supported by access to approved further education support services; and feedback from academic staff on assessment submissions.

   2.2 Units that have learning outcomes related to academic integrity will be identified in the curriculum management system as academic integrity units.

      2.2.1 Every course will have a core unit identified in the curriculum management system as the Designated Academic Integrity Unit (DAIU),

      2.2.2 A student will not typically receive (Credit for Recognised Learning) CRL for the designated academic integrity unit. If a student does receive CRL for the designated academic integrity unit, they will:

         a) no longer be considered a New-to-Curtin student; and
         b) will be provided information by the Head of School (or nominee) on the impact of not being considered a New-to-Curtin student.

   2.3 The DAIU will be offered in the first study period of the course, with a unit learning outcome/s that ensures that students demonstrate an appropriate understanding of academic integrity principles and apply academic writing, referencing and acknowledgement Guidelines required for the discipline.

   2.4 If a student course switches and has completed the DAIU in a previous course (and not received CRL for that unit), the new teaching area may decide if the student is required to complete the DAIU in the new course.

   2.5 To provide a foundation for the development of students’ academic integrity skills in the course, all students will complete the mandatory Academic Integrity Program (AIP) and/or Research Integrity Module (RIM) regardless of location or mode of study.

   Academic Integrity Program (AIP)

   2.6 Non Higher Degree by Research (HDR) students will complete the AIP within 14 days of the start of their first study period in their course.

   2.7 Students who do not complete the AIP by the required timeframe or do not pass the requirements of AIP will receive a sanction on their student account which will prevent them from obtaining any results relating to their studies until the program has been successfully completed.

   2.8 Students who subsequently successfully complete the AIP will have this sanction on their account removed within 48 hours of completion.

   2.9 Students may be required to successfully complete the AIP again as an outcome of the Student Misconduct process.

   2.10 The Academic Registrar (or nominee) will ensure information contained in the AIP is reviewed annually and is consistent with scholarship and current industry practice.

   Research Integrity Module (RIM)
2.11 HDR students will complete the AIP and/or RIM, as determined by the Dean Graduate Research School.

2.12 The Dean Graduate Research School (or nominee) will ensure information contained in the RIM is reviewed annually and is consistent with current industry practice.

**Monitoring and Quality Assurance**

2.13 The Director Course and Teaching Quality (or nominee) will monitor the embedding of academic integrity development within bachelor and postgraduate coursework courses and course work components of HDR courses and plans for improvement.

2.14 The Academic Registrar (or nominee) will monitor and report on AIP completions and plans for improvement annually to University Learning and Teaching Committee.

2.15 The Dean Graduate Research School (or nominee) will monitor and report on RIM completions and plans for improvement annually to University Learning and Teaching Committee via University Graduate Studies Committee.

3. **SCOPE OF PROCEDURES**

This policy applies to all students, staff and university associates.

4. **DEFINITIONS**

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

Refer to Schedule 1 of this manual for relevant definitions.

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

*Management of Academic Integrity Warnings for New to Curtin Students Procedures*

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ADVISORY GROUPS

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy
Graduate Capabilities Policy
Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

Industry Advisory Board

2.1 Each Faculty will have at least one Industry Advisory Board (IAB), with Terms of Reference and membership that reflects their role to:
   a) provide strategic advice on directions, emerging trends and educational needs of industries/professions;
   b) advise on changing trends, needs and priorities relating to the discipline areas of the Faculty;
   c) advise and assist in developing and maintaining links between the Faculty and industry, government and the community;
   d) consider and note reports from School Advisory Boards (SAB); and
   e) contribute to the general promotion of the Faculty.

2.1.1 The Pro Vice-Chancellor may choose to establish other Faculty advisory groups relevant to their academic activities to inform faculty learning and teaching activities.

2.2 The IAB will meet at least twice per year.

2.3 At the discretion of the Pro Vice-Chancellor, in consultation with the Deputy Vice-Chancellor Academic, an IAB at a minimum will consist of:
   a) the Pro Vice-Chancellor (or nominee);
   b) Deputy Pro Vice-Chancellor (or nominee); and
   c) at least eight external members, appointed by the Pro-Vice Chancellor, with representation, experience and perspectives from industry, government, First Nations communities, broader community and/or relevant professional associations, representing a balance of
      i. domestic and international representation (relevant to course delivery locations and international regulatory requirements);
      ii. skills, experience and disciplines relevant to Faculty operations.

2.4 The Chairperson will usually be an external member of the IAB, appointed by the Pro-Vice Chancellor.

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

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

2.7 Members, other than the Pro Vice-Chancellor and Deputy Pro Vice-Chancellor, will be appointed for no more than three, three-year terms.

School Advisory Board

2.8 Each school will have at least one School Advisory Board (SAB), with Terms of Reference and membership that reflects their role to:
   a) advise on changing trends, needs and priorities that may impact the content or emphasis of courses and components inclusive of relevant disciplines/professional groups in the school;
   b) advise and assist in developing and maintaining links with industry, government and the community – nationally and internationally relevant to course offerings;
c) provide advice on request regarding future domestic and international trends in the relevant industries employing graduates;
d) provide advice on proposals for new courses, majors, course (re-)development and course review processes;
e) consider and provide feedback on proposals or submissions for course accreditation;
f) consider and note the report from Student Consultative Committee/s (SCC); and
g) contribute to the general promotion of the School/discipline.

2.8.1 The Head of School may choose to establish advisory boards for several related course or additional boards relevant to their academic activities.

2.9 SABs will meet at least twice per year.

2.10 A SAB will consist of:

   a) the Head of School (or nominee);
   b) at least two staff representatives with relevant course coordination, and expertise in learning and teaching and/or research appointed by the Head of School;
   c) a student representative appointed by the Head of School;
   d) one staff representative selected from any other school/s that offers double degrees with the school, appointed by the Head of School, if applicable; and
   e) at least five external members appointed by the Head of School, with representation, experience and perspectives from industry, government, First Nations communities, the broader community and/or relevant professional associations (where applicable), and representing a balance of:
      i. domestic and international representation (relevant to course delivery locations and international regulatory requirements); and
      ii. skills, experience and disciplines relevant to the School’s learning and teaching enterprise.

2.11 The Chairperson will usually be an external member of the SAB appointed by the Head of School, but may be the Head of School.

2.12 Quorum will be 50% of the members. Vacant positions will not count towards the quorum.

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

2.14 Members, other than the Heads of School (or nominee), will be appointed for a maximum of three, three-year term.

Student Consultative Committee

2.15 Each Faculty will have at least one Student Consultative Committee (SCC) that:

   a) supports the use of student feedback in continuous improvement of course and unit quality and the student experience;
   b) advises on changing student experiences, needs and priorities that impact the content, delivery and emphasis of all disciplines/courses and components;
   c) provides a student perspective on domestic and international experiences, including Work Integrated Learning (WIL) and relevant industries employing graduates;
   d) assists in developing and maintaining links with industry, government and the community;
   e) considers and provides feedback on changes to, and reviews of courses at the very broad level; and
   f) contributes to the general promotion of the School/disciplines.

2.15.1 The Pro-Vice Chancellor may choose to establish additional student consultative committees where there is significant diversity of course offerings across the Faculty.

2.16 SCCs will meet at least twice per year, aligning with relevant study periods of courses offered by the School where possible.
2.17 A SCC will consist of:
   a) the Dean Learning and Teaching (or nominee);
   b) the Guild President (or nominee, appointed ex officio); and
   c) at least eight student members representing a range of cohort demographics, courses and components offered by the School, domestically and internationally and by mode, and with a balance of gender, skills and experience approved by the Faculty Pro Vice-Chancellor.

2.18 The Dean Learning and Teaching (or nominee) will act as the Chairperson.

2.19 Quorum will be 50% of the members. Vacant positions will not count towards the quorum.

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

2.21 Members, other than the Guild President (or nominee) and Dean Learning and Teaching (or nominee), will be appointed for a maximum three-year term.

2.22 The Chair will report to the School Advisory Board/s and Faculty Learning and Teaching Committee (as appropriate) on issues/actions raised by the SCC within two weeks of any SCC meeting.

Monitoring

2.23 The Chairperson of the SAB/s will provide a report on appropriateness of Terms of Reference and membership, issues of concern and activity of the board biannually to the Pro-Vice Chancellor.

2.24 The Chairperson of the SCC will provide a report on appropriateness of Terms of Reference and membership, issues, actions and activity of the committee biannually to the Pro-Vice Chancellor.

2.25 The Faculty Pro-Vice Chancellor will provide an annual report on appropriateness of Terms of Reference and membership, activity and value of Advisory groups to the Deputy Vice-Chancellor, Academic via Courses Committee.

2. SCOPE OF PROCEDURES
This procedure applies to all students, staff and university associates.

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

Refer to Schedule 1 of this manual for relevant definitions.

4. RELATED DOCUMENTS/LINKS/FORMS
Student Evaluation of Learning and Teaching Procedures
Code of Conduct
Curtin Values
Indigenous Governance Policy
Student Charter
Universities Australia Indigenous Education Strategy 2017-2020

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AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) GOVERNANCE

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED
   Course Design, Approval and Review Policy
   Graduate Capabilities Policy
   Strategic Plan Theme: Learning and Student Experience

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

Monitoring
   2.4 The Director Course and Teaching Quality will report on changes and impacts of changes to course ATAR entry requirements to Courses Committee on an annual basis.

3. SCOPE OF PROCEDURES
   All students, staff and associates involved in learning and teaching, and all Curtin award courses.

4. DEFINITIONS
   (Note: Commonly defined terms are located in the Curtin Common Definitions. Any defined terms below are specific to this document)
   Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/LINKS/FORMS
   Admission and Enrolment Manual
   Statute No. 10 – Student Disciplinary Statute and associated Rules
   TEQSA Advice on Admissions Transparency
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<tr>
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<th>Craig Zimitat, Director, Course and Teaching Quality</th>
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COLLABORATIVE AWARD COURSES

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy
Graduate Capabilities Policy
Strategic Plan Theme: Learning and Student Experience; Global positioning

2. PROCEDURAL DETAILS

2.1 Collaborative award courses (e.g. Dual degrees and Joint degrees), will be developed where there are clearly identified strategic benefits to be gained in offering a teaching program in collaboration with one or more external institutions.

2.1.1 The collaborative award may involve co-development and/or reciprocal sharing of course components or credit arrangements for entry.

2.1.2 At least one-third of the collaborative award will be taught by Curtin.

2.2 When proposing a collaborative award, the proposing area will:

2.2.1 provide the course design proposal to the Deputy Vice-Chancellor Academic (or nominee) for review prior to advancing development of the course, and

2.2.2 provide suggested partner considerations to the Deputy Vice-Chancellor Academic (or nominee) or Deputy Vice-Chancellor International (or nominee), as appropriate, for review prior to advancing development of the course.

2.3 Collaborative award courses will only be approved where the other institution is approved and accredited in Australia, or their own country, for the award of the degree to be collaboratively conducted.

2.4 Proposed collaborative awards will follow the approval process within the Course and Component Approval Procedure.

2.5 Approval of a proposed collaborative award and subsequent cross institutional partnership will consider:

a) alignment with the University's Strategic Plan and areas of strategic importance;

b) existing collaboration between staff at Curtin and the partner institution, or the collaboration's ability to build a sustainable research collaboration or course offering;

c) the collaborating institution's facilities, equipment and physical resources being of an appropriate standard for the delivery of their part of a collaborative award program;

d) advantages to students taking the proposed collaborative award course;

e) the discipline or specialisation's unavailability at Curtin, its interconnection with existing Curtin disciplines, and the expense of duplication at Curtin; and

f) the existing and potential modes of delivery at Curtin and, where relevant, the partner institution.

2.6 The name of the collaborative award will comply with Curtin's Coding and Naming Guidelines.

Collaborative Award Agreements

2.7 Collaborative award agreements will be negotiated by the Deputy Vice-Chancellor Academic and/or the Deputy Vice-Chancellor International (as appropriate relevant to the partner) and signed by the delegated officer at each university.

2.8 Collaborative agreements will detail:

a) the requirements of admission; enrolment, progression, completion; supervision; submission; examination; and award;

b) the preferred method for complying with ethics; intellectual property; and the language of the thesis/ capstone/ professional experience;
c) processes for alignment of the course with the statutes, rules, policies and procedures of each institution, especially in relation to misconduct, monitoring student progress and course review;

d) access to learning resources, software and other campus systems and services;

e) financial arrangements including tuition fees, scholarship stipends, health cover and travel expenses;

f) coordination, co-ordination and management of relevant courses/units;

g) processes for notification of course changes;

h) language of instruction and assessment;

i) the process for complaints, misconduct and dispute resolution;

j) conditions for extension, deactivation and teach-out processes; and

k) the name of any collaborative award and requirements for academic transcripts.

Student Enrolment

2.9 Students will be made aware of the statutes, rules, policies and procedures of both institutions.

2.10 Students enrolling in a collaborative award course will abide by the statutes, rules, policies and procedures of both institutions, unless otherwise agreed in Clause 2.8.

Academic Transcripts

2.11 Curtin’s academic transcript will include a statement indicating that the program is being conducted and/or completed with a collaborating institution.

2.12 Academic transcripts will be provided by Curtin University and the conferring entity.

Monitoring

2.13 The Director Course and Teaching Quality will report on the breadth and quality of Collaborative Award Courses to Courses Committee on an annual basis.

3. SCOPE OF PROCEDURES

All students, staff and associates involved in learning and teaching, and all Curtin award courses.

These procedures do not apply to Higher Degrees by Research courses.

4. DEFINITIONS

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

Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/ LINKS/ FORMS

Academic Transcript Procedures

Awards and Graduations Manual

Coding and Naming Guidelines

Collaborative Doctor of Philosophy (PhD) Policy

Collaborative Doctor of Philosophy (PhD) Procedures

Collaborative Education Services (International) Policy

Collaborative Education Services (International) Procedures

Equivalence of Qualifications Procedures


Process for establishing international articulation (Credit Transfer) agreements

Statute No. 12 – Enrolment and associated Rules

Supervision of Higher Degree by Research (HDR) Student Policy and Procedures
University's contract management framework

Guidelines for Establishing a Collaborative Doctor of Philosophy Program – For Curtin Staff

Policy Compliance Officer
Craig Zimitat, Director, Course and Teaching Quality

Policy Manager
Deputy Vice Chancellor, Academic

Approval Authority
Deputy Vice Chancellor, Academic

Review Date
1st April 2023

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1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

   Course Design, Approval and Review Policy
   Graduate Capabilities Policy
   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

   2.1 The development, reactivation, deactivation and changes to courses and components will be:
       a) undertaken in a transparent, justified and planned manner in consultation with all relevant
          internal and external stakeholders; and
       b) will be submitted through the curriculum management system.

   2.2 Curtin courses and components will be approved by the University prior to their approval and
       delivery through Open Universities Australia (OUA) and third parties.

   2.3 Courses and components will be developed, changed, reactivated and deactivated with reference
       to the Course Design Approval and Review Policy, and with due consideration to:
       a) embedding of academic integrity, English language development, Curtin Graduate
          capabilities, Work integrated learning and global mobility opportunities in the curriculum;
       b) feasibility, viability and sustainability;
       c) the market, industry and/or strategic relevance;
       d) the replacement by another course or component and/or opportunity for service teaching;
       e) course requirements and inherent requirements;
       f) the impact of changes on students’ attainment of the course learning outcomes or
          academic progression through the course;
       g) the recommendations of Advisory groups, CARR, an external professional accreditation
          panel or higher education regulatory agency as applicable;
       h) the impact upon relevant marketing and business processes and government reporting;
       i) any other accreditation requirements and/or contractual arrangements involving other
          providers/students.

   2.3.1 As part of the course approval process, exemptions to the Course and Component Design
       Procedure requirements may be approved by the Deputy Vice-Chancellor, on
       recommendation of Courses Committee, to meet mandatory professional accreditation
       standards, contractual obligations or international regulatory requirements.

   2.4 Curriculum Administration Management will review all courses and components that are new,
       changed or proposed for reactivation or deactivation, and consult with the owning organisation
       where necessary, to ensure:
       a) correct course structure/s;
       b) data integrity;
       c) compliance to University and legislative requirements; and
       d) submission to the correct approval authority.

   2.4.1 Changes to approval documents are the responsibility of the owner organisation.

   2.4.2 Curriculum Administration Management will escalate significant non-compliance with
       clause 2.4 to the Director of Course and Teaching Quality for resolution with the relevant
       owner organisation.

   2.5 All proposals for new, or changes to, courses and components will be categorised into one of
       three levels of change according to specified criteria and endorsed by the relevant Head of School
       (or nominee) or Director Course and Teaching Quality (or nominee) for non-faculty areas, prior to
       being submitted for approval (as per Schedule 2):
a) School level changes: typically involve changes to existing study package information, of a course or component, that are low risk and do not impact on learning and teaching quality or student experience. School level changes will be approved by the Director Learning and Teaching;

b) Faculty level changes: typically changes to, a course or component, where changes to the curriculum do not affect other courses or components. Proposed faculty level changes will be approved by the Dean Learning and Teaching upon recommendation of the Faculty Courses Committee. The University Graduate Studies Committee will be consulted to provide advice to the Faculty Courses Committee in relation to proposed new, or changes to research courses & theses;

c) Central level changes: typically new, or changes to existing courses, that have, or may have significant impact on one or more faculties, Curtin’s educational profile and/or the University’s compliance with policies, governance arrangements and legislation. These higher risk proposed changes will be submitted to the Faculty Courses Committee and University Courses Committee for recommendation prior to approval. Central level changes will be approved by either the Deputy Vice-Chancellor Academic upon recommendation of Courses Committee or by the Academic Board upon recommendation of Courses Committee.

Creation of courses and components

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

2.7 A new version of the existing course or component will be created if the change is not significant enough to warrant a unique study package code.

2.8 Units with learning outcomes related to academic integrity, English language development, Indigenous/First Nations knowledges and perspectives, Work Integrated Learning, research training/research and global mobility will be identified in the curriculum management system.

2.9 Honours courses will be approved only when the contribution or weighting of coursework and research training/research units and/or assessment tasks towards the calculation of the final honours score is specified in course approval documentation.

Deactivation and reactivation of course and components

2.10 Prior to deactivation of a course or components, and except for mandatory professional accreditation requirements, schools will consider changes to unit offerings to minimise impacts on the student experience.

2.11 All requests to approve deactivation of a course or major will be informed and accompanied by a teach out/transition plan that addresses:
   a) how the integrity of the course (and any related courses offered through OUA) will be maintained and its learning outcomes met during the teach-out;
   b) the core and elective elements that will be offered over the period of teach-out;
   c) the implications for international student enrolments and pathways programs;
   d) the implications for student progress in the course; and
   e) in the case of cross-faculty courses, a plan for each component developed by the owning organisation.
Submission of requests

2.12 Course or component ownership will determine the teaching area responsible for submitting and revising requests for new/changes to courses and/or components, after consultation with all relevant stakeholders.

2.13 The Head of School (or nominee) or the Head of the non-faculty area (or nominee) will be responsible for the accuracy and quality of all course approval documentation entered in the curriculum management system and endorse all requests prior to submission to the appropriate approval authority. The Director Course and Teaching Quality (or nominee) is the approval authority for non-faculty areas.

2.14 Curriculum Administration Management will facilitate the preparation and presentation of course approval documentation to the relevant approval authorities and committees in accordance with the Course Approval and Development Schedule and course lifecycle schedule.

Approvals

2.15 Proposals for approval of new courses of courses require a New Course Proposal, submitted to the Director Course and Teaching Quality and supported by the Senior Executive Team.

2.16 Proposals for approval of new courses and reactivation of courses considered by courses committees, will include the following:

   a) a statement confirming senior executive team support for the New Course Proposal,

   b) the Business case demonstrating the viability, feasibility and sustainability of the course; risk analysis and mitigation strategies; initial consultations with industry, the professions, First Nations communities and community groups (as appropriate); and any ongoing commitments necessary to gain and maintain professional accreditation requirements;

   i. Business cases will be reviewed by Faculty Courses Committee before approval by the Faculty Pro Vice-Chancellor.

   ii. A full business case is required for (i) new educational activity, (ii) new courses, (iii) existing courses seeking initial professional accreditation, and (iv) new courses and components taught for the first time on offshore campuses.

   iii. A short business case is required for (i) new courses or majors that draw substantially from existing components and units and (ii) OUA courses that do not have existing equivalents, and in the case of changes to ATAR entry additional information addressing the requirements of the ATAR Procedure (Clause 2.3).

   iv. A business case is not required for approval of (i) change in course title or structure; (ii) a new intermediate award within a same-named master degree (iii) exit award; (iv) new double degrees derived from existing degrees; (v) new double majors derived from existing single majors; (vi) new specialisations; (vii) new graduate certificate or graduate diploma courses drawing from the same units, and nested, within an existing master degree; (viii) reactivation of major/course within 18 months of deactivation or (ix) administrative new components.

   c) a stated educational design philosophy underpinning the course design;

   d) a stated rationale for course design and delivery, including details of how the development of specific skills and graduate capabilities will be achieved,

   e) course and unit structure information required for approval, including transition plans.

2.17 Proposals recommending the approval of a new course, or changes to a Curtin course and/or component with an OUA equivalent will also include a recommendation that the OUA equivalent also be approved, subject to the OUA approval processes.

2.18 Courses will be approved only where it is demonstrated how the development of the following have been embedded throughout the course through curriculum design, learning opportunities, assessment and feedback practices:

   a) Academic integrity

   b) Curtin Graduate Capabilities;

   c) English language proficiency and development;
d) Global mobility;
e) Work Integrated Learning

2.19 The Head of School/Area who owns the course or component will be responsible for submitting/reporting approved changes and developments to any accreditation/professional authorities as required.

2.20 Curriculum Administration Management will ensure courses are:

2.20.1 phased out at the appropriate time to ensure no new admissions or enrolments beyond the end date, and

2.20.2 deactivated only when the last actively enrolled student has completed the course.

2.21 New courses and components will only be advertised when approved by all the relevant University approval authorities and registered with Government (if offered under HESA), CRICOS registration (including pending registration) if offered to onshore international students, and registration and accreditation with international higher education regulatory agencies (if offered offshore).

Monitoring and Quality Assurance

2.22 Course changes will be monitored on the following basis, individually or in combination, unless otherwise requested by the relevant approval authority:

a) School level changes are reported monthly to Faculty Courses Committee by Dean Learning and Teaching and biannually to the University Courses Committee by the Director Course and Teaching Quality (or nominee);

b) Faculty level changes are reported biannually to the University Courses Committee by the Director Course and Teaching Quality (or nominee).

c) Central level changes are reported biannually to Courses Committee by the Director Course and Teaching Quality (or nominee); and

d) Administrative changes will be reported biannually to Courses Committee by the Director Course and Teaching Quality (or nominee);

e) The Director Course and Teaching Quality will report on course approval processes and plans for process improvement to Courses Committee annually.

3. SCOPE OF PROCEDURES

All students, staff and associates involved in learning and teaching, and all Curtin award courses.

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

Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/LINKS/FORMS

Admissions and Enrolment Manual
Competition and Consumer Act 2010
Conflict of Interest Procedures
Course and Component Design Procedures
Courses Management ‘Managing Courses at Curtin’
Courses Management ‘Student One Process and Training Guide’
Courses Management ‘Study Package Text Guide’
Courses Management Web page
Curtin/Curtin-OUA Equivalence Guidelines
Flexible Learning Support Web page
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COURSE AND COMPONENT DESIGN

1. STRATEGIC PLAN THEME AND COMPLIANCE OBIGATION SUPPORTED

   Course Design, Approval and Review Policy
   Graduate Capabilities Policy
   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

   2.1 In order for students to develop and demonstrate course learning outcomes and Curtin Graduate Capabilities, course and component design and delivery will:
      a) reflect a sound educational philosophy based upon contemporary knowledge, advances in professional practice and/or research/scholarship;
      b) reflect contemporary principles of curriculum design and delivery, including application of Universal Design;
      c) consider course requirements, inherent requirements and potential reasonable adjustments to successfully complete the course;
      d) provide a range of accessible, authentic and engaging learning activities and resources suitable for a diverse cohort of learners; and
      e) embed Work Integrated Learning (WIL), global mobility/learning options, the development of English Language (EL) proficiency, and development of academic integrity and/or research integrity skills.

   2.2 The design and structure of each course is the responsibility of the owning area and will be completed in consultation with all relevant stakeholders.

   2.3 Course and unit design will reflect any legislative requirements or restricted content relevant to specific cohorts, transnational delivery or professional accreditation.

   2.4 Each course, including those in double degrees, will be defined and offered as a single program, and each single degree will hold a distinct user defined code regardless of mode of delivery or location.

   2.5 The nominal course duration will be the Australian Qualifications Framework (AQF) volume of learning appropriate to the AQF qualification type, expressed in terms of a full-time study load per year.

   2.6 Award titles will be approved in accordance with Curtin’s Coding and Naming Guidelines for courses and awards.

   2.7 Courses will have a consistent design with standardised component structures, units and/or theses, except for specialist courses where required by mandatory professional accreditation, contractual obligations, legislative or regulatory requirements.

      2.7.1 Majors and specialisations will be unique in composition, with sufficient difference so as not to undermine the integrity of their related course(s) or impact negatively upon the student experience.

      2.7.2 Fieldwork will only be conducted in credit-bearing units, except thesis units.

   2.8 A course offered through multiple locations and modes of delivery will have the same course learning outcomes, credit point values, admission requirements, award pathways, Credit for Recognised Learning (CRL), course title, award title and field of education, irrespective of major/specialisation.

      2.8.1 All other requirements will be equivalent so as not to undermine the quality or integrity of any offering.

   2.9 Individual component titles will be consistent across all modes of delivery and/or locations in which they are offered and will be reported to the relevant government agency as required.

   2.10 Components will have a distinct title and User Defined Code (UDC).
2.11 Course components will have identical learning outcomes, entry requirements, titles and fields of education when delivered across multiple locations. Other requirements will be equivalent so as not to undermine the integrity of any offering.

2.12 Majors and specialisations (i) will not have ATAR entry requirements, (ii) may have eligibility prerequisites related to prior educational or employment background or progress within their course of study.

2.13 The structure and curriculum design for any component or unit will be the responsibility of the owning area, in consultation with all relevant stakeholders.

Units

2.14 Coursework units will consist of workloads of 12.5, 25, 50, 100, 150 or 200 credit points.

2.14.1 The credit point value of a unit will be determined by the unit learning outcomes, assessment and workload associated with the unit.

2.14.2 A 25 credit point coursework unit will typically reflect 150 hours of engagement in learning (inclusive of scheduled teaching activities and personal study) over a study period.

2.14.3 Allowing for mandatory professional accreditation requirements, a 25 credit point fieldwork unit will require at least 150 hours of engagement in learning (inclusive of scheduled teaching activities and personal study) over any single study period.

2.14.4 A course will contain no more than two 12.5 credit point units.

2.14.5 Stand-alone elective units will be 25 credit points.

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

2.15.1 Capstone units will typically comprise a minimum of 25 credit points in the final year of a degree;

2.15.2 Capstone units will be assessed by Curtin University;

2.15.3 Core units at level 200 and above will be assessed by Curtin University.

2.16 Units may contain component sub-structures for the purposes of developing, approving and offering nanocredentials.

2.16.1 Each nanocredential, or set of nanocredentials drawn from a unit, will consist of a coherent set of learning outcomes, learning activities and assessment.

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

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

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

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

2.19.2 Any requisites will be equivalent across unit offerings.

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

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

2.21 Thesis units of zero credit point value will only be offered in Higher Degree by Research courses.

Co-taught Units

2.22 The use and approval of co-taught units is restricted to courses where the undergraduate syllabus is an appropriate inclusion in an enabling/foundation course or in a postgraduate course designed to cater for new-to-discipline students or entry to a profession.

Specialisations

2.23 Specialisations consists of 100 credit points.
a) In comprehensive courses a specialisation typically consists of
   i. at least 50 credit points at the 200 level; or
   ii. 100 credit points at 500 level.

b) In postgraduate courses, a specialisation typically consists of:
   i. a maximum of 50 credit points at the 500 level; and
   ii. a minimum of 50 credit points at 600 level, and
   iii. no elective units.

2.24 A single bachelor degree will typically contain maximum of two specialisations regardless of whether they are:

   a) an open specialisation;
   b) a specialisation (generic)
   c) an extension specialisation;
   d) a pre-master specialisation.

Single Majors

2.25 A single major in a comprehensive undergraduate course will consist of 200 credit points, and is a prescribed set of discipline-specific or multidisciplinary units.

   a) In comprehensive undergraduate courses a single major typically consists of:
      i. a minimum of 75 credit points at the 200 level;
      ii. a minimum of 75 credit points at 300 level;
      iii. a maximum of 50 credit points in common with another major (with alternate units);
      iv. a maximum of 50 credit points of units at first year level, and
      v. will include at least two fully online units.

   b) A single major in a three year, specialist undergraduate course will comprise 200 credit points, or between 200-300 credit points in a four year specialist undergraduate course.

   c) In postgraduate courses a single major:
      i. typically consists of 200 credit points of which consists of at least 100 credit points at the 600 level in 300-400 credit point master degrees; and
      ii. does not co-exist with a specialisation in 200-300 credit point master degrees.

Double Majors

2.26 Double and defined double majors within each undergraduate course will have identical entry requirements with that of the course in which they are situated.

   2.26.1 A defined double major will have its own Major Code and Title.

2.27 A double major will consist of a prescribed set of discipline-specific or multidisciplinary units with a minimum of 400 credit points and is a combination of two approved single majors. A double major will require a student to complete the full requirements of both single majors and the course.

2.28 A double major will include:

   a) at least 150 credit points at the 200 level;
   b) at least 150 credit points at the 300 level;
   c) up to 50 credit points of units with prerequisite units at first year level.

2.29 A defined double major will consist of a prescribed set of units with a minimum of 400 credit points at 200 and 300 level including:

   a) a minimum of 150 credit points at the 200 level;
   b) a minimum of 150 credit points at 300 level;
   c) up to 50 credit points of units with prerequisite units at first year level.
Non-award courses

2.30 The University may offer:

2.30.1 Non-award learning opportunities that will be designed in line with the Non-award learning opportunities Procedure.

2.30.2 Non-award enabling programs that lead to admission to a course of study at the University.

2.30.3 English Language Intensive Courses for Overseas Students (ELICOS) programs are non-AQF, specialist courses which are designed in accordance with the Australian national standards and, where appropriate, international standards approved by the relevant international higher educational regulatory agency.

2.30.4 Enabling and Foundation Studies programs are non-AQF courses which are designed in accordance with the Australian national standards and, where appropriate, international standards approved by the relevant international higher educational regulatory agency.

Undergraduate Award course specifications

2.31 Associate degrees will:

a) consist of 400 credit points of units over two years which may be structured as majors or specialisations; and

b) contain 200 to 250 credit points at first year level; and

c) only include units at sub-bachelor levels that will not undermine the integrity of any related bachelor degree course being delivered, and

d) not contain enabling or bridging units or units that are “contribution exempt only”.

2.32 Bachelor degrees will:

a) Consist of 200 credit points per year of units which may be structured as majors and/or specialisations; with no more than 250 credit points of first level units, and

b) Reflect one of the following structures:

i. three year degree or its equivalent in credit points;

ii. four year degree or its equivalent based upon professional accreditation requirements; or

iii. a double degree which allows students to graduate with two degrees in a shorter time than required to complete those degrees independently.

2.33 Bachelor Honours degrees will:

a) provide the foundations of research training which develops the student’s discipline-specific knowledge and skills to plan and execute a project and/or a piece of research and scholarship with some independence;

b) include at least 100 credit points of research training and supervised research activity located within the discipline, professional practice or across disciplines, which may be embedded and explicitly evidenced across several years;

c) be structured as a one year End-on honours degree, a four year Embedded Honours degree or Entire course honours degree:

i. A bachelor End-on honours degree will consist of 200 credit points of units that will not include any level 100, 200 or 300 units.

ii. A bachelor Embedded honours degree will comprise 800 credit points, which includes a minimum of 200 credit points of level 300 and 400 units embedded in the bachelor degree and a bachelor level exit award.

iii. An Entire course Honours degree will comprise 800 credit points, including 100 credit points of advanced coursework in the final year and a bachelor level exit award.

Postgraduate courses

2.34 Postgraduate courses, other than Graduate entry master and Extended master degrees,
2.34.1 will not include undergraduate units; and
2.34.2 will not have more than 50 credit points of co-taught units.

Graduate Certificate and Graduate Diploma degrees

2.35 Graduate certificate and graduate diploma courses will typically be nested in a Master program, except for stackable master degrees.

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

2.37 A graduate diploma will (i) consist of 200 credit points, including at least 100 credit points of core units that are drawn from the related graduate certificate; and (ii) will be designed for students who meet the course entry requirement of holding a bachelor degree, a graduate certificate, or equivalent credit gained for recognised learning.

Postgraduate certificate and postgraduate diploma degrees

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

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

Master degrees (Coursework)

2.40 Curtin will offer four types of master degrees: a master degree, Graduate entry master degree, Stackable master degree and a master degree (Extended).

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

2.42 The volume of learning will reflect course learning outcomes, characteristics of students entering the program and professional accreditation requirements (where relevant).

2.42.1 Courses will be designed for students who meet the course entry requirement of either:
   a) a bachelor degree in a different field of study;
   b) a bachelor degree in a related field of study;
   c) a bachelor degree and a graduate certificate in a different field of study, or equivalent;
   d) a bachelor degree and a graduate certificate / graduate diploma in a related field of study; or
   e) an 800 credit point bachelor degree in a related field of study.

2.43 Entry requirements for a master degree (Coursework), Graduate entry master degree (Coursework) or master degree (Extended) will not include a set course weighted average for previous studies, but may state that entry to the course is competitive and a strong academic achievement is required.

2.44 Any major within a Master degree (Coursework) or Master degree (Extended) will require a minimum of 200 credit points of which 150 are unique to the major, excluding the research training and research/ capstone/ professional practice/ scholarship units.

2.45 A Stackable Master degree (Coursework) will:
   a) develop a graduate’s knowledge and skills to plan and execute a substantial research-based project, capstone experience or piece of scholarship;
   b) contain at least 200 credit points per year and a total volume of 200-400 credit points;
   c) contain a permissible intermediate award within the master degree; and
   d) comprise either:
      i. two 100 credit point stacks focused on a discipline/theme and a 100 credit point stack focused on research training and research, capstone experience or scholarship; or
ii. a 100 credit point stack focused on a discipline/theme and a 200 credit point graduate diploma (or equivalent) that includes 100 credit points focused on research training and research, capstone experience or scholarship.

2.46 A Master degree (Coursework) will:
   a) develop a graduate’s knowledge and skills to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship;
   b) contain 200 credit points per year, with a focus on scholarship or professional practice;
   c) contain a sequence of specified units, a major or a specialisation; and
   d) include 100 credit points, or equivalent, focused on research training/research activity, capstone experience or scholarship.

2.47 A Master degree (Extended) is a specialist degree that will:
   a) develop a graduate’s contemporary discipline knowledge and research skills to plan and execute a substantial, independent research-based or practice-based project, or capstone experience;
   b) specifically focus on the discipline and its professional practice and will be typically 3-4 years in duration following a 3-year bachelor qualification;
   c) include no more than 30% co-taught units and 30% undergraduate units;
   d) contain at least 200 credit points per year; and
   e) include 100 credit points, or equivalent, focused on research training and a research project, or practice-based project or capstone experience.

2.48 A Graduate entry master degree (Coursework) is a specialist degree that will:
   a) prepare graduates for eligibility to practice in a regulated profession;
   b) include no more than 30% co-taught units and 30% undergraduate units;
   c) contain at least 200 credit points per year; and
   d) include 100 credit points, or equivalent, focused on research training and research- or practice-based project or capstone experience.

Master degrees (Research)

2.49 Master of Research and Master of Philosophy degrees will:
   a) Have a volume of learning that is 1-2 years; and
   b) consists of a thesis, or a combination of coursework, research training units and thesis in which the research training/research component, including the thesis, is no less than two thirds of the program.

Double Degrees

2.50 Curtin offers horizontal double degree courses at the same AQF level.

2.51 The establishment of a double degree in existing disciplines will be regarded as a new teaching development.

2.52 Both disciplines in a horizontal double degree will be integrated throughout the entire course structure, including level 200 and 300 units from each discipline as flat structure that defines the sequence of units to be studied.
   2.52.1 The organisation of units in the double degree may allow completion of one degree before the second degree.

2.53 The minimum completion requirements of a double degree course will be a combination of the minimum completion requirements for each individual award course in the double degree.

2.54 Double degree courses will be designed in a manner that enables students to complete the units of each discipline in an appropriate order and within the standard duration of the course.

2.55 Credit will be granted for specified units that are components of one of the partnered courses which will result in the duration of any double degree being less than if the two degrees were studied separately.
2.56 The owning area for the double degree will nominate a Course Coordinator who will be responsible for the administration of the double degree course. Administration of the double degree includes the constitution of an Advisory Board, a Board of Examiners with members from each of the disciplines and managing ACR and CARR.

2.56.1 Where one of the individual degrees in a double degree structure is subject to professional accreditation, the owning organisation will be the school/area responsible for the accredited degree.

**Horizontal Double Degrees**

2.57 Bachelor double degrees will:

a) have a volume of learning at least one year of full time study beyond the length of the longest single degree, typically 4-6 years.

b) consist of 200 credit points per year of units which may be structured as majors and/or specialisations; and

c) may contain more than 250 credit points of units at first year level.

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

2.59 Master double degrees will:

a) have a volume of learning that is typically 3-5 years;

b) consist of at least 200 credit points per year of units that may be structured as majors and/or specialisations; and

c) contain a minimum of 100 credit points at the 700 level of each Master degree,

d) with all units integrated and specified in the sequence in which they should be studied.

2.60 The research/capstone/professional practice/scholarship component of the combined degree will be a minimum of 100 credit points and will not comprise more than one third of the total credit points for each course.

2.61 The course design will decrease the volume of learning of undertaking both master degrees separately by a minimum of 100 credit points.

**Accelerated Bachelor Master degree**

2.62 Accelerated Bachelor Master degrees will consist of:

a) a combination of a bachelor or bachelor embedded honours and a master (Coursework) degree, typically of 4-5 years total duration; with

b) a minimum of 200 credit points per year in units which may be structured as majors and/or specialisations; and

c) at least 200 credit points at first year level in the bachelor degree.

2.63 The course design will include a pre-master specialisation in the bachelor degree.

2.64 Satisfactory completion of the pre-masters specialisation and the bachelor (or bachelor honours) course will be the pre-requisite for entry to the Master degree.

**Doctoral degrees**

2.65 A Curtin Doctoral (Research) degree will have:

a) a volume of learning that is typically 3-4 years;

b) a structure consisting of a single doctoral thesis unit (0 credit points); and

c) may also include research methods or coursework units provided these do not exceed one third of the total course duration.

2.66 A Curtin Doctoral (Professional) degree will have:

a) a volume of learning that is typically 3-4 years;
b) a structure consisting of theoretical coursework or advanced professional practice and a research component situated in a professional context;

c) where the coursework component does not exceed one third of the total course duration.

Requirements to graduate

2.67 The design of Curtin award courses will ensure that a student will be required to:

2.67.1 successfully pass the number of credit points required for the approved version of the course into which the student was admitted (which includes credit awarded under Credit for Recognised Learning); and

2.67.2 complete any other course requirements stipulated for the course in which the student is enrolled.

Exemption to this procedure

2.68 An exemption to this procedure may be approved by the Deputy Vice Chancellor Academic (or nominee) on the basis of contractual obligations, mandatory professional accreditation, legislative or regulatory requirements or exceptional circumstances.

2.68.1 Requests will include a justification including reference to the requirements in Clause 2.70, and an explanation of how the proposed exemption would allow a course design that is educationally sound, manageable, sustainable and affords a quality student experience.

2.68.2 Requests that are supported by the Head of School will be submitted to the Director of Course and Teaching Quality for consideration, together with the supporting justification.

2.68.3 The Deputy Vice Chancellor Academic (or nominee) is responsible for determining all exemptions and recording them in the curriculum management system.

Monitoring and Quality Assurance

2.69 Course quality will be assured through course approval and renewal processes, and the monitoring of student learning experiences through student evaluation mechanisms.

2.70 The Director of Course and Teaching Quality (or nominee) will monitor and report compliance gaps and exemptions to Courses committee, with recommendations for improvement, on a biannual basis.

3. SCOPE OF PROCEDURES

All students, staff and associates involved in learning and teaching, and all Curtin award courses.

4. DEFINITIONS

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

Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/LINKS/FORMS

Australian National Standards for Foundation Programs
Malaysian Qualifications Framework
National Standards for ELICOS Programs, 2018
Admission and Enrolment Manual
Awards and Graduation Manual
Credit for Recognised Learning Manual
Higher Degree by Research (HDR) Milestones Policy
Academic Transcript Procedure (in the Assessment and Student Progression Manual)
Non Award Learning Opportunities Procedure
Curtin University Courses Handbook
Curtin/Curtin-OUA Equivalence Guidelines
Coding and Naming Guidelines
Course and Component Approval Procedures
ESOS Act
National Code 2018
Universal Design at Curtin

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COURSE AND UNIT COORDINATION

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy
Graduate Capabilities Policy
Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

2.1 The Pro Vice-Chancellor (or nominee) or Head of School/Area is (or nominee) responsible for the quality and effective coordination of courses and units owned by the faculty or school respectively.

2.2 Each course will have effective leadership, management and coordination of the whole course of study and its components across all modes of delivery and locations.
   2.2.1 Each course will have a designated Course Coordinator whose name will be recorded against the relevant course in the student management system.
   2.2.2 Major coordinators manage and coordinate the major in consultation with the Course Coordinator and their name will be recorded against the relevant major in the student management system.

2.3 Effective course coordination, whether led by one Course Coordinator or through distributed responsibility amongst several staff, requires:
   a) consultation with the Director Learning and Teaching and Discipline lead/s to effect leadership and oversight of design, development, approval, implementation, evaluation and direction setting for the course across all campuses;
   b) oversight of enquiries and applications for admission to the course;
   c) leadership, effective oversight and reporting of academic integrity and student evaluation of the course and units;
   d) oversight and management of course quality, course approval and continuous improvement processes, including course reviews, assurance of academic standards, external referencing and where relevant, professional accreditation;
   e) support for students on matters that relate to their learning experience and progress in the course;
   f) effective communication and support for the course teaching team/s on matters related to the design and delivery of the course, including with staff at relevant Curtin campuses and third parties;
   g) effective communication across campuses with students, alumni, employers and relevant professional, industry and community bodies; and
   h) support for promotion of the course and liaison with relevant professional, industry, and community bodies to promote the work of the School, Faculty and University.

2.4 Each unit will have a designated Unit Coordinator, who is responsible for overall leadership, management and coordination of the unit of study across all modes of delivery and locations.
   2.4.1 The Unit Coordinator role may rotate every three years at the discretion of the Head of School, in consultation with the faculty Pro Vice-Chancellor.
      a) The Unit Coordinator role may rotate across delivery locations where there are suitably qualified staff and a significant proportion of student load in the other location/s, unless precluded by school accreditation, professional accreditation, contractual or legal requirements or otherwise determined by the faculty Pro Vice-Chancellor.
   2.4.2 Campus Unit Leads, in consultation with the Unit Coordinator, will manage and coordinate the delivery of units of study in specific locations.
      a) Campus Unit Leads may be delegated the co-assessor role and additional unit coordination responsibilities where appropriate.
2.4.3 The Unit Coordinator’s name will be recorded in the student management system.

2.4.4 The Campus Unit Lead/s will be recorded in the student management system.

2.4.5 The Unit co-assessor’s name will be recorded in the student management system.

2.5 The Unit Coordinator will ensure:

a) staff are suitably qualified to teach, or have appropriate direct or indirect supervision in accordance with the Equivalence of Qualifications Procedures;

b) coordination and consultation with teaching staff and Campus Unit Leads ensuring continuity of operational delivery of the unit across all campuses and study periods;

c) consultation with Pro Vice-Chancellor Global Campus (or nominee) to ensure that unit delivery content and processes meet relevant legal, sociocultural and regulatory requirements;

d) designing learning experiences that influence, engage, motivate and inspire students;

e) developing and maintaining unit curriculum and resources/materials that reflect a contemporary command of the field;

f) ensuring provision of feedback to support student learning and evaluating the effectiveness of these functions;

g) ensuring appropriate support for teaching staff to be accessible and meet the diverse learning needs of the student cohort;

h) working with the co-assessor to ensure assessment quality and accurate recording of student marks and grades in the learning management and the student management systems;

i) submission of assessment data to the Board of Examiners and Assessment Quality Panel; and

j) maintaining and continually improving unit quality through evaluation, academic integrity reporting, Annual Unit Review (AUR) and Assessment Quality (AQ) processes.

3. SCOPE OF PROCEDURES

All students, staff and associates involved in learning and teaching, and all Curtin award courses.

This procedure does not apply to higher degree by research courses.

4. DEFINITIONS

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

Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/LINKS/FORMS

Assessment and Student Progression Manual

Equivalence of Qualifications Procedures

Generic Role Statement Discipline Lead

Generic Role Statement School Director

Learning Resources Procedures

Student Evaluation of Learning and Teaching Procedures
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COURSE RENEWAL

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

   Course Design, Approval and Review Policy
   Graduate Capabilities Policy

   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

   2.1 Suites of related undergraduate and postgraduate coursework degrees, including nested degrees, may be reviewed together where appropriate.

   2.2 The Head of School/Area of the owning area will:
   a) ensuring Annual Unit Reviews (AURs), Annual Course Reviews (ACRs) and Course Analysis, Review and Renewal (CARRs) are completed in accordance with the approved schedule; and
   b) submission of completed AUR, ACR and CARR reports and updates on the progress of Quality Improvement Plans (QIPs) to the Faculty Dean Learning and Teaching for submission to Faculty and University Courses Committee.

   2.3 The Faculty Courses Committee will establish a Course Renewal Sub-committee make recommendations to the Faculty Courses Committee regarding progress of reviews, outcomes and QIPs arising from course renewal activities.

   2.4 The Deputy Vice-Chancellor Academic, upon recommendation of Courses Committee, may approve the final CARR reports.

   2.5 Upon recommendation from Courses Committee the Deputy Vice-Chancellor Academic (or nominee) may review and make a determination on the indicators and risk ratings for unit and course reviews on an annual basis, or as required in light of strategic priorities and national trends.

Annual Unit Reviews

   2.6 AURs of all units in undergraduate and postgraduate coursework courses will be conducted in overview and breakdown by location and mode against the following dimensions:
   a) Viability: student enrolment numbers;
   b) Engagement: student learning data (e.g. Learning analytics);
   c) Assessment: assessment quality (e.g. pass rates, grade distribution, AQP, external referencing of standards); and
   d) Student experience: student feedback (e.g. eVALUate).

   2.7 The AUR process will facilitate interpretation of data within the context of ongoing innovation and quality improvement of the unit.

   2.8 Directors Learning and Teaching will aggregate AURs by School, with critical synthesis and interpretation of data, with a QIP that details key actions, responsibilities and timelines to address recommendations/quality issues.

Annual Course Reviews

   2.9 The ACR process will provide a focused, evidence-based reflection on the quality of undergraduate and postgraduate coursework courses with reference to the University Strategic Plan and relevant internal benchmarks.

   2.10 The ACR process will result in an ACR Report that references:
   a) contextual information;
   b) a reflective synthesis and interpretation of data;
   c) a review of associated components, modes of delivery and locations;
   d) interpretation of and response to student evaluation data;
e) academic standards and assurance of learning;

f) a focused QIP that details key actions, responsibilities and timelines to address recommendations/quality issues.

2.11 An ACR is not required when:

a) the course is delivered for the first time i.e. there is no delivery history or course data;

b) a course is scheduled for CARR in the same year;

c) courses have been approved for deactivation in the following year; or

d) the course is an exit award;

e) an extension or waiver to the CARR, provided it does not exceed seven years since the last review, submitted by email to the Deputy Vice-Chancellor Academic (or nominee) is approved.

2.12 The ACR process to be followed will depend on the risk rating of the profile of trends in one or more of the following indicators:

a) Evidence of course demand (e.g. TISC first preferences for undergraduate courses and offers/acceptances for postgraduate courses);

b) enrolments in a course (aggregated for nested courses) and majors and international enrolments (postgraduate courses);

c) student experience data (e.g. course overall satisfaction);

d) course assessment profile (e.g. pass rates);

e) course retention rate; and

f) teaching quality.

2.13 The ACR of courses rated lower risk will be completed by the Course Coordinator.

2.14 The ACR of courses rated higher risk will be completed by a Course Review Team.

Mid-cycle course review

2.15 University Courses committee will review the viability of all new courses, according to criteria in clause 2.11, three years after the course commenced.

2.16 On completion of the mid-cycle course review, the Deputy Vice-Chancellor Academic, on recommendation from Courses Committee, may approve the continuation, deactivation or scheduling of the course for CARR.

Course Analysis, Review and Renewal (CARR)

2.17 The CARR process will be an in-depth, detailed, evidence-based, five-yearly review of courses:

a) CARR will align with professional accreditation and school review processes where possible;

b) double degrees will be reviewed by the owner organisation in alignment with the review for the first named degree;

c) All End on Honours courses will be reviewed together in accordance with the schedule; and

d) All HDR Programs will be reviewed together in accordance with the schedule.

2.18 The standard CARR Terms of Reference will consider and report upon:

a) The alignment of the course(s) with the strategic priorities of the University and the academic profile of courses offered by the Faculty and University;

b) Structure, content and andragogies of the course, in relation to the contemporary needs of students, industry and external stakeholders, and with reference to national and international standards;

c) Relevance, effectiveness and student performance in current majors, and their individual and overall contribution to the overall program;
d) The academic resources for the course(s) across delivery modes and teaching locations, including information technology; library programs, resources and services; learning spaces; and staffing;

e) The academic standards of the course(s), in particular (i) the appropriateness of entry criteria and levels and learning outcomes and career pathways for those who complete the course and (ii) the assurance of academic standards through external benchmarking;

f) The quality of the program in relation to perceptions of students, graduates, prospective employers and professional bodies, and peers in Australian and international scholarly communities;

g) Student outcomes from the course, such as academic success, student satisfaction, graduate employment, employer satisfaction and career pathways for those who complete the program, and with particular reference to graduate capabilities, equity and diversity in the student profile;

h) Curriculum structure, relationship and effectiveness of any Embedded Honours programs and pathways of graduates into higher degree research programs;

i) Scope and strategic relevance of dual degree offerings with the program and of associated degrees such as Advanced or specialist programs;

j) Effectiveness of leadership and administration of the program as a whole and of discipline areas within the program; and

k) Future development and delivery of the program.

2.19 Upon recommendation from Courses Committee, the Deputy Vice-Chancellor Academic may review the CARR Terms of Reference annually and approve any required changes in light of strategic priorities and national trends.

2.20 The CARR process includes the following:

2.20.1 A self-review completed by a Course Review Team that constitutes an evaluation of course quality informed by all of the following:

a) a review of associated components; modes of delivery and locations;

b) stakeholder perspectives of students, staff, industry, relevant professional bodies, First Nations communities and the broader community in all locations where the course is delivered;

c) benchmarking against internal, national and international comparators;

d) assurance of academic standards; and

e) evidence that the course meets the standards of relevant higher education regulatory authorities and professional accreditation bodies.

2.20.2 An External Academic Review (EAR) that may include an external review conducted by the relevant professional accreditation body with additional review/reporting, if necessary, to meet the requirements of the CARR processes;

2.20.3 Preparation of a final CARR Report that includes:

a) a report of findings by the EAR panel against the CARR Terms of Reference;

b) the recommendations of the EAR panel;

c) the Head of School/Area’s response to the recommendations of the EAR panel following consultations with relevant staff, including Pro Vice-Chancellors Global Campus where relevant; and

d) the QIP.

External Academic Review (EAR) Panel

2.21 An EAR Panel will consist of:

a) two or more senior academics who are external to Curtin with national or international standing; relevant experience and expertise in university management and quality assurance; one of whom is appointed Chair; and
b) one senior academic, external to the Faculty, nominated by the Deputy Vice-Chancellor Academic.

2.22 Courses subject to professional accreditation, where accreditation does not fully meet CARR requirements, will be required to undergo further review by at least one reviewer external to the faculty, a senior academic (Level D or E) with relevant expertise, who may interview staff and students associated with the course.

2.23 The Pro Vice-Chancellor may seek approval from the Deputy Vice-Chancellor Academic for a variance to the composition of the EAR panel and/or the approved CARR Terms of Reference for a specific CARR.

2.24 The EAR panel will not co-opt others to its membership or modify the Terms of Reference.

2.25 The EAR panel will consult with the faculty Pro-Vice Chancellor and Deputy Vice-Chancellor Academic, before presenting an overview of recommendations to staff within the faculty.

2.26 The Pro Vice-Chancellor, after consultation with the Deputy Vice-Chancellor Academic, may endorse and submit the final CARR Report to the relevant Dean Learning and Teaching for submission to Courses Committee and recommendation for approval by the Deputy Vice Chancellor Academic.

Monitoring and Quality Assurance

2.27 The Director, Course and Teaching Quality will report to Courses Committee, at least annually regarding:
   a) themes arising in, and progress and completion of AUR, ACR and CARRs against the approved schedule;
   b) the progress and implementation of QIPs (bi-annually), and
   c) plans for improvement in course renewal processes.

3. SCOPE OF PROCEDURES
All students, staff and associates involved in learning and teaching, and all Curtin award courses.

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

Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/LINKS/FORMS
Assessment and Student Progression Manual
Learning Analytics Procedure
Universal Design at Curtin

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ENGLISH LANGUAGE PROFICIENCY

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED
   Course Design, Approval and Review Policy
   Graduate Capabilities Policy
   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

2.1 Students will develop English language proficiency (ELP) throughout their studies through curriculum design (learning opportunities, assessment and feedback practices) and the provision of support and professional learning for university staff.

2.2 To provide a foundation for the development of students’ English language proficiency all new to Curtin commencing students will complete the Post-Entry Language Task (PELT).
   2.2.1 All students who have entered via alternative pathways, have interrupted their studies for more than two years or received credit for recognised learning, will complete a PELT on commencement of their course at Curtin.

2.3 Units that have learning outcomes related to ELP will be identified in the curriculum management system as ELP units.
   2.3.1 Units that contain a post entry language assessment (PELA) task will be identified in the curriculum management system as PELA units.
   2.3.2 Every course will have a core unit identified in the curriculum management system as a Designated ELP unit,
   2.3.3 The Designated ELP unit will be early in the first study period of their course, with a learning outcome(s) that ensures that students develop English language proficiency and communication skills relevant to their discipline.
   2.3.4 New to Curtin students will not receive credit for the Designated ELP unit.

2.4 Students will be provided with English language proficiency development support throughout their studies through:
   a) access to further education support services approved by Curtin; and
   b) feedback from academic staff on assessment tasks.

Post-entry Language Diagnostic and Interventions

2.5 Faculty English Language Development Coordinators will be responsible for overseeing and implementing English language support strategies for the development of English language proficiency, and supporting academic staff in the embedding of English language proficiency development in their curriculum.

2.6 Depending on the performance demonstrated on PELT students may be directed to undertake one or more of the following English language support options which include:
   2.6.1 Further post-entry language assessment (PELA);
   2.6.2 Undergraduate and postgraduate coursework students: recommended or required attendance in an additional English-language support program that will be delivered in face-to-face and/or online environments; or
   2.6.3 Higher Degree by Research students: recommended or required attendance in an additional English-language support program that will be delivered in face-to-face and/or online environments.

2.7 The Faculty Director Student Engagement/Director of the Centre for Aboriginal Studies (CAS)/Dean Graduate Research School will determine:
   2.7.1 if PELA will be required for all students regardless of performance on PELT; and/or
   2.7.2 the appropriate additional English-language support programs specified in clause 2.6 dependent on performance on the PELT, in consultation with the Dean Learning and Teaching and/or Faculty English Language Development Coordinator.
2.8 Undergraduate and postgraduate coursework students who do not complete PELT within the specified timeframe will receive a sanction.

2.9 Higher Degree by Research students who do not complete the PELT and/or the appropriate additional English-language support options at the time of their candidacy decision and submission will be placed on conditional status until those requirements are met.

2.10 Undergraduate and postgraduate coursework students who pass all assessments in their PELA unit but receive an F-IN grade in relation to non-completion of required appropriate additional English-language support options:

   a) will complete the PELA and/or the appropriate additional English-language support that they had not completed when required earlier in the study period before applying for a change of results; or
   b) may appeal their F-IN grade within 10 working days of the publication of the final result to the Head of School/Area (or nominee).
   c) The Head of School/Area (or nominee) will make a determination on the appeal. If the appeal is successful, the Final Grade/Mark will be applied only when the student completes the PELA and/or the appropriate additional English-language support that they had not completed when required earlier in the study period.

Monitoring

2.11 The Deputy Vice-Chancellor Academic (or nominee) will ensure PELT raw data (scores and text) are retained in a university database.

2.12 The Director of Student Engagement/ Director CAS/ Dean Graduate Research School will be responsible for:

   a) Ensuring English language support resources are reviewed annually and is consistent with scholarship and current industry practice;
   b) monitoring the completion of PELT, PELA and the appropriate additional English-language support options, and
   c) biannual reporting to Faculty Learning and Teaching Committee/ University Graduate Studies Committee on the outcomes and impact of PELA and/or the appropriate additional English-language support programs.

2.13 The Director, Course and Teaching Quality (or nominee) will monitor and report annually to University Learning and Teaching Committee on (i) the completion rates, outcomes, currency and impact of English language proficiency programs and (ii) plans for improvement in English language proficiency programs and embedding of English language development in courses.

3. SCOPE OF PROCEDURES

All students, staff and associates involved in learning and teaching, and all Curtin award courses.

4. DEFINITIONS

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

Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/LINKS/FORMS

Assessment and Student Progression Manual

Course Design Procedure

Faculty and school guideline documents relating to English Language Proficiency
Policy Compliance Officer  
Craig Zimitat, Director, Course and Teaching Quality

Policy Manager  
Deputy Vice Chancellor, Academic

Approval Authority  
Deputy Vice Chancellor, Academic

Review Date  
1st April 2023

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EXIT AND INTERMEDIATE AWARDS

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

   Course Design, Approval and Review Policy
   Graduate Capabilities Policy
   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

   Intermediate Award
   2.1 An Intermediate Award is a standalone award in which students may enrol and a recognised approved exit point from a Principal Award. Intermediate Awards will not be at the same AQF level as the Principal Award.
   2.2 Students are not required to withdraw from the principal award to receive an Intermediate award.

   Exit Award
   2.3 An Exit Award is an approved exit point from an award course that may be available to students unable to fulfil the requirements of the award course in which they are enrolled but who have completed the requirements of another qualification.
   2.4 Exit awards will only be granted to students who have discontinued enrolment in the principal award.
   2.5 Where a principal award provides for the granting of an approved intermediate and exit award/s, details will be published in the University Courses Handbook.

   Application and decision
   2.6 An application for an Intermediate or Exit Award will be submitted by the student to the Head of School/Area on the form prescribed by the Academic Registrar, no later than 12 months following the conclusion of studies within that program. Applications received after this date may be considered if there are exceptional circumstances that prevented an earlier application.
   2.7 The Head of School/Area (or nominee) will approve applications for Intermediate or Exit Awards, submitted in accordance with 2.6, where the student:
      2.7.1 has completed all course requirements for the relevant Intermediate or Exit Award;
      2.7.2 has completed one third, or the final year (whichever is less) of the relevant Intermediate or Exit Award course via Curtin-provided units, inclusive of any credit for recognised learning from units undertaken at Curtin. Any exception to the one-third requirement will follow the requirements of the Credit Limitations Procedure, Credit for Recognised Learning Policy and Procedures;
      2.7.3 is not enrolled in a double degree (refer to Degree by Incorporation Procedure, Admissions and Enrolment Policy and Procedures);
      2.7.4 has no sanction for misconduct or outstanding debt to the University; and
      2.7.5 has not completed the requirements of the Principal award.
   2.8 The Academic Registrar (or nominee), may determine the necessity to grant an Intermediate or Exit Award to a student where:
      2.8.1 For an Exit Award, the student has experienced extenuating circumstances that prevent them from continuing enrolment in the Principal award (which has been verified by the Head of School/Area (or nominee)); or
      2.8.2 For an Exit Award the student is in good academic standing but is terminated from the Principal award due to the student's inability to meet the professional practice requirements or is unable to maintain the required course weighted average (CWA); or
      2.8.3 it is determined that the granting of the Intermediate or Exit Award is in the best interests of the student, the University Community or the student’s family, with due regard to the academic and professional integrity of the program, duty of care, and the rights of the student.
2.9 Students will be notified of the outcome of their application to the Head of School (or nominee), or the determination of the Academic Registrar (or nominee), to grant an Intermediate or Exit Award within 20 working days of the decision via the Official Communications Channel (OCC).

2.10 The Graduations Office will be responsible for processing approved requests and submitting awards for conferral by the University Council.

**Fees**

2.11 A fee, as prescribed by the Council, will be payable for the conferral of all Intermediate Awards unless waived by the Academic Registrar (or nominee) in exceptional circumstances.

**Appeals**

2.12 Where a student’s request to be granted an Intermediate or Exit Award is declined by the Head of School/Area (or nominee), the student may appeal the decision via email within 20 working days of the notification of the decision to the Academic Registrar (or nominee).

2.13 Where a student is withdrawn from their course and is granted an Intermediate or Exit Award by the Academic Registrar (or nominee), they may appeal the decision via email within 20 working days of the notification of withdrawal from their course to the Deputy Vice-Chancellor Academic (or nominee).

2.14 Where the original determination to grant or refuse an Intermediate or Exit Award has been made by the Academic Registrar (or nominee), the appeal will be determined by the Deputy Vice-Chancellor Academic (or nominee).

2.15 The Academic Registrar (or nominee) may approve extra time for the student to appeal.

2.16 Students will be notified of the outcome of their appeal within 20 working days of the decision via the Official Communication Channel (OCC).

3. **SCOPE OF PROCEDURES**

   All students, staff and associates involved in learning and teaching, and all Curtin award courses

4. **DEFINITIONS**

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

   Refer to Schedule 1 of this manual for relevant definitions.

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

   Admission and Enrolment Manual
   Awards and Graduations Manual
   Credit for Recognised Learning Manual
   Statute No. 10 – Student Discipline

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LANGUAGE OF INSTRUCTION

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

   Course Design, Approval and Review Policy
   Graduate Capabilities Policy
   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

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

Monitoring

   2.5 The Director Course and Teaching Quality will report annually to Courses Committee on courses, components and teaching activities conducted in LOTE.

3. SCOPE OF PROCEDURES

   All students, staff and associates involved in learning and teaching, and all Curtin award courses.

4. DEFINITIONS

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

   Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/LINKS/FORMS

   Awards and Graduation Manual
   Course and Component Approval Procedure
   Assessment and Student Progression Manual
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LEARNING ANALYTICS

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

   Course Design, Approval and Review Policy
   Graduate Capabilities Policy
   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

   2.1 Learning analytics will be used to validate and enhance the student learning experience and quality of learning outcomes, and inform research, scholarship of learning and teaching and institutional performance.

   2.2 Users of the University’s student digital systems will have access to clear explanations of their rights and obligations with respect to data collected from those systems.

   2.3 The University will be transparent with students and staff regarding the purpose and process of collection, retention and use of the various data that are captured from its student digital systems.

   2.4 Learning analytics processes will respect the rights and dignity of those who are the subject of data collection.

   2.5 Staff who use learning analytics data will exercise a duty of care in support of student safety and well-being. Staff will take measures to avoid unwarranted breaches of any individual’s privacy.

   2.6 The University will ensure that users:
      a) provide consent prior to the collection of their data;
      b) are allowed to update their own data at regular intervals; and
      c) are afforded the opportunity to be active partners in the implementation of learning analytics.

   2.7 Staff using learning analytics will limit bias through use of valid and reliable methods for the manipulation of data and extraction of meaning.

   2.8 Learning analytics data will be provided to students and teachers to give them greater agency and responsibility for their engagement in the learning and teaching environment.

   2.9 The Provost, Director Integrity and Standards Unit, Director People and Culture and the Academic Registrar (or nominee) may access learning analytics data in support of investigations.

   Monitoring

   2.10 The Director Course and Teaching Quality (or nominee) will monitor and report annually to University Learning and Teaching Committee on the use and effectiveness of Learning analytics to improve quality of learning and enhance the student learning experience.

3. SCOPE OF PROCEDURES

   All students, staff and associates involved in learning and teaching, and all Curtin award courses.

4. DEFINITIONS

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

   Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/LINKS/FORMS

   Curtin University Code of Conduct
   Curtin University Privacy Statement
   Disclosure of Personal Information Procedure
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LEARNING RESOURCES

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy
Graduate Capabilities Policy
Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

Learning Management System

2.1 Every unit will have an online presence in the Learning Management System, and the Library course resource list management system (Reading Lists) except where limited by legislative requirements or the external environment in which the unit is offered. The Head of School (or nominee) that owns the unit will be responsible for such monitoring.

Prescribing learning resources

2.2 When selecting learning resources, Course and Unit coordinators will prioritise the use of existing freely available resources (e.g. Open Educational Resources (OER) and existing electronic resources from the Library) to support student learning with consideration of the academic value, student learning experience, modes of delivery and location.

2.3 When prescribing an essential learning resource, the Unit Coordinator will:
   a) consider the learning and teaching strategies to ensure that learning resources will be relevant to the core unit learning outcomes of the specific unit;
   b) consider the international (legal, political, social and cultural) context of campuses on which the units will be delivered and learning resources will be used; and
   c) ensure the resource is able to support an international curriculum when it is offered on international campuses (i.e. it includes examples and case studies from countries and cultures which include but are not exclusive to Australia). Exceptions include disciplines that dictate the Australian version is the appropriate choice (e.g. Australian Taxation Law) or for specific accreditation requirements.

2.4 When prescribing an essential learning resource that may result in an additional cost to the student, the Unit Coordinator will:
   a) ensure learning resources are accessible to all students regardless of cost, format, location and adhere to the principles of Universal Design;
   b) consider the financial impact of decisions on students including their ability to resell the resource on completion of the course and where possible, select the most cost-effective options; and
   c) ensure the resource contains a large portion of content required for the unit (reading, for exercises and/or discussion of key concepts) or ensure that it is the primary resource for two or more units.

2.5 Learning resources that will broaden the knowledge of the student and encourage greater depth of understanding but are not deemed essential for successful completion of the unit will not be listed as essential learning resources.

2.6 Through the course and unit approval process, the Unit Coordinator (or nominee) will notify the library of essential learning resources well before the commencement of teaching in the applicable study period to enable the timely acquisition of resources.

2.7 All essential learning resources will be listed in the Unit Outline and Reading lists. Learning resources that students are required to purchase will be available at the Campus bookshop (or equivalent).

2.8 The University Librarian (or nominee) will ensure the availability of essential learning resources which are made available electronically through the library at all campuses where the unit is offered.
2.9 Individuals will disclose all actual, perceived or potential conflicts of interest that arise from the prescribing of learning resources (particularly self-authored resources or where the individual may receive royalties) per the Conflict of Interest Procedures.

**Changes to prescribed learning resources**

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

**Learning resources for global courses**

2.11 As a minimum, Unit coordinators will provide learning resources through Blackboard, Reading Lists and Library databases which ensures compliance with legal obligations.

3. **SCOPE OF PROCEDURES**

All students, staff and associates involved in learning and teaching, and all Curtin award courses.

4. **DEFINITIONS**

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

Refer to Schedule 1 of this manual for relevant definitions.

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

*Copyright Procedures*

*Conflict of Interest Procedures*

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

*Reading Lists (assets.library.curtin.edu.au/infolit/reading-lists)*

*Unit Outline Procedures*

*Universal Design at Curtin*

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NON AWARD LEARNING OPPORTUNITIES

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED
   
   Course Design, Approval and Review Policy
   Graduate Capabilities Policy
   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS
   Offering and design of Non Award Learning Opportunities

   2.1 Curtin will offer a range of Non-Award Learning Opportunities, established by the University or a third party.
   a) Formal Non-Award Learning Opportunities afford entry to, or potential formal credit towards, particular Curtin award qualifications;
   b) Informal Non-Award Learning Opportunities do not require completion of assessment and do not afford the potential for formal credit towards particular Curtin award qualifications.

   2.2 Non-Award Learning Opportunities will be high quality and will enhance the Curtin brand.

   2.3 Formal Non-Award Learning Opportunities will:
   a) have a sound educational design and align with Graduate Capabilities;
   b) derive from existing approved courses and units;
   c) evidence achievement of specified learning outcomes;
   d) be assigned notional credit point values in either 5 or 12.5 credit point increments, and
   e) be managed, recorded and archived in the same way as Curtin Award courses.

   2.4 The university may recognise successful completion of formal Non-Award Learning Opportunities through credentials:
   a) nanocredentials awarded for successful completion of 5, 10, 15 or 20 credit points of study;
   b) microcredentials awarded for successful completion of 25 credit points of study;
   c) macrocredentials as course requirement/s necessary for the successful completion of an award course.

Approval of Non-award Learning Opportunities

   2.5 Formal Non-Award Learning Opportunities will be approved and managed through the curriculum management system and have a Nanocredential or Microcredential outline that includes information on the nature of the certificate to be provided upon successful completion of the Non-award Learning Opportunity e.g. information regarding privacy, fees, associated costs, and details on cancellation and refunds.

   2.6 Heads of School (or nominee) will approve informal Non-Award Learning Opportunities that do not result in official enrolment at the University or for which only a Certificate of Participation is issued.

Student requirements, completion and certificates

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

   2.8 A student who:
   a) Satisfactorily completes an informal Non-Award Learning Opportunity will be issued with a printed Certificate of Participation;
   b) Satisfactorily completes and passes the required assessment tasks of a formal Non-Award Learning Opportunity, and has paid any associated fees, will be issued with a verified digital Certificate or printed Certificate of Completion.
2.9 Certificates of Participation will be printed by the School/Area that delivers the informal Non-award Learning Opportunity, and consistent with the Format of Award Certificates procedure in the Awards and Graduations policy and procedures.

2.10 The School/Area who delivers the informal Non-Award Learning Opportunity, will maintain records of issued certificates to facilitate verification or reissuance if required.

2.11 Where a Certificate of Completion will be issued, the School/Area will provide the Graduations Office with a list of students who have successfully completed the requirements of a Non-Award Learning Opportunity and the certificate details.

2.12 Printed certificates of completion will be consistent with the Format of Award Certificates procedure in the Awards and Graduations policy and procedures.

2.13 Certificates of Completion will be issued as verified digital certificates or printed by the Graduations Office in a format and on paper stock approved by the Academic Registrar.

**Monitoring and Quality Assurance**

2.14 The Director Course and Teaching Quality will report annually to Courses Committee on the range and quality of Non-Award Learning Opportunities offered by Curtin and plans for improvement in design, approval or development processes.

3. **SCOPE OF PROCEDURES**

   All students, staff and associates involved in learning and teaching, and all Curtin award courses

4. **DEFINITIONS**

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

   Refer to Schedule 1 of this manual for relevant definitions.

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

   - Admission and Enrolment Manual
   - Assessment and Student Progression Manual
   - Awards and Graduations Manual
   - Credit for Recognised Learning Manual
   - Massive Open Online Courses (MOOCs) and Micro Masters Programs at Curtin University, Guidance Note, 2018
   - Statute No. 10 – Student Disciplinary Statute and associated Rules
   - Western Australia University Sector Disposal Authority (WAUSDA)

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PEER REVIEW OF EDUCATIONAL PRACTICE

1. STRATEGIC OBJECTIVE AND COMPLIANCE OBLIGATION SUPPORTED

   Course Design, Approval and Review Policy
   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

   2.1. The University’s commitment to assuring a high quality educational experience for students and professional learning for teaching staff will be supported by peer review of educational practice.

   2.2. The opportunity or recommendation to undertake peer review of educational practice will be included in the annual Work, Planning and Performance Review.

   2.3. Peer Review of Educational Practice (PREP) opportunities will include:

      (a) Formative PREP which involves a variety of approved collegial developmental activities providing opportunities to enhance teaching from and with others. The outcomes of this review are used for development of teaching practice and as evidence of effective teaching practice.

      (b) Summative PREP which is a formal process in which practice is evaluated by an approved reviewer in accordance with this procedure and guidelines. The outcomes of this provide evidence of effective teaching practice and teaching excellence.

   2.4. All reviewers will be prepared to conduct peer review of educational practice and receive certification that acknowledges their training.

      (a) certification as an approved reviewer will be valid for a period of three years, and

      (b) certification will be renewed on the basis of the conduct of reviews and through participation in specified professional development activities.

   2.5. On completion, reports of formative and summative peer review will be lodged with the Director of Course and Teaching Quality (or nominee).

      (a) The Director of Course and Teaching Quality (or nominee) will monitor progress on action plans within 12-18 months of the completion of PREP.

   2.6. Curtin Learning and Teaching will be responsible for:

      (a) development and dissemination of appropriate peer review of educational practice guidelines; and

      (b) professional development for participants and reviewers in collaboration with Faculties;

      (c) certification of trained summative reviewers;

      (d) maintaining a register of approved PREP reviewers,

      (e) maintaining an archive of all formative and summative PREP reviews; and

      (f) follow up on reviews.

   2.7. Heads of School will be responsible for:

      (a) ensuring all academic staff in an educator role have opportunities to engage in PREP;

      (b) incorporating of PREP in the annual Work, Planning and Performance Review as a teaching-related duty; and

      (c) monitoring academic staff completion of PREP and the workload of peer reviewers.

   2.8. Academic staff in an educator role will be responsible for:

      (a) reflecting on and developing their teaching in accordance with the Academic Capability Framework;

      (b) completing PREP, in accordance with this procedure, at least once every three years to improve their educational practice.
Monitoring and Quality Assurance

2.9 The Director Course and Teaching Quality will report annually to the University Learning and Teaching Committee on the outcomes, quality and plans for improvements to the PREP initiative.

3. SCOPE OF PROCEDURES

All students, staff and associates involved in learning and teaching, and all Curtin award courses.

4. DEFINITIONS

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

Nil

5. SCHEDULES

Nil

6. RELATED DOCUMENTS/LINKS/FORMS

Academic Capability Framework
Curtin University Academic, Professional and General Staff Enterprise Agreement 2012 – 2016
Supervision of Higher Degree by Research (HDR) Students Policy
Supervision of Higher Degree by Research (HDR) Students Procedures
Peer Review of Educational Practice. Guidelines for staff requesting review of their educational practice
Peer Review of Educational Practice. Guidelines for Summative Peer Reviewers
Professional Development in Tertiary Teaching for Teaching Staff Policy
Staff Performance and Development Policy

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PROFESSIONAL ACCREDITATION

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

   Course Design, Approval and Review Policy
   Graduate Capabilities Policy
   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

   Curtin will ensure that where professional accreditation of a course of study is required for graduates to be eligible to practise, the University will maintain current accreditation for the enrolled cohort/s.

   Initial accreditation
   2.1 The Head of School/Area (or nominee), in consultation with the relevant Pro Vice-Chancellor and Deputy Vice-Chancellor Academic, will submit to the Provost for endorsement any proposal for the initial accreditation of existing courses.
   2.2 New or existing courses for which associated professional accreditation is sought will be approved in accordance with the Course and Component Approvals Procedures before submission to a professional accreditation agency.
   2.3 Equivalent courses, combined courses and courses that are part of a suite of nested courses will be re-accredited together by the professional body whenever possible.
   2.4 All course (re-)accreditation documentation (not annual progress reports) will be approved by the Provost before submission to a professional accreditation agency.
   2.5 The Head of School/Area, in consultation with the Faculty Pro Vice-Chancellor, will maintain a business continuity plan that includes financial and tuition safeguards to mitigate disadvantage to students who are unable to progress in a course of study due to loss of professional accreditation, changes to professional accreditation or the discontinuation of the professionally accredited course.

   Ongoing activities in relation to accreditation
   2.6 The Head of School/Area (or nominee) will be responsible for the management of accreditation processes including all communications with the accreditation agency, monitoring, reporting, planning for (re)accreditation, resourcing and budget allocation for staffing.

   Reaccreditation
   2.7 The Head of School/Area (or nominee) will be responsible for actioning any requirements provided by the relevant accrediting body for the purposes of reaccreditation. If the Head of School/Area identifies a problem with the University’s ability to meet any requirements of the accrediting body, they will escalating the matter to the Faculty Pro Vice-Chancellor.
   2.8 The Head of School/Area (or nominee) will report the outcomes of (re-)accreditation and Quality Improvement Plans (QIPs) to Courses Committee.

   Course accreditation register and monitoring
   2.9 The curriculum management system will hold data related to the professional accreditation of Curtin courses, including their relevant accrediting authority/professional organisation, accreditation status, date of initial accreditation and expiry of current accreditation.
   2.9.1 The curriculum management system data will be updated by the Head of School/Area (or nominee) annually.
   2.10 The Head of School/Area (or nominee) will advise the Director Course and Teaching Quality (or nominee) on an annual basis, or as otherwise requested by Courses Committee, of:
   a) the professional accreditation status of all courses in the school/area;
   b) any changes in University policy or procedures that may impact upon the accreditation of courses;
   c) reports of any ongoing accreditation monitoring and reporting outcomes;
d) progress against post-accreditation QIPs for course development or improvement; and

e) an annual schedule for professional (re)accreditation of all courses offered by the school/area.

2.11 The Director Course and Teaching Quality will provide an aggregated report of the accreditation status of all Curtin courses to Courses Committee on an annual basis.

3. SCOPE OF PROCEDURES
All students, staff and associates involved in learning and teaching, and all Curtin award courses.

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

Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/LINKS/FORMS
Nil

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SERVICE TEACHING

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

   Course Design, Approval and Review Policy
   Graduate Capabilities Policy
   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

   2.1. Heads of School/Areas are responsible for initiating discussions and negotiating mutually beneficial Service Teaching arrangements for both the provider and the client, where engaging in such an arrangement will:
      
a) prevent unnecessary duplication of units;
   
b) facilitate collaboration amongst academics from across disciplines where an existing unit may be modified or a new unit created to meet the needs of the students from another discipline to ensure the content is delivered by the discipline specific experts; or
   
c) ensure quality learning experiences by engaging discipline experts from the relevant faculty, school or discipline group to design and/or teach all or part of a unit; and
   
d) ensure changes to units that impact service teaching arrangements will be considered, resolved and included in approval documentation.

   2.2. Faculty and University Courses Committees will identify and recommend opportunities for service teaching when considering courses and components (see Course and Component Approval Procedure).

   2.3. Areas requesting service teaching will do so using the Service Teaching Arrangement template which will be endorsed by the Head of the providing school/area.

   2.4. Service Teaching Agreements will be reviewed by the Heads of School to monitor each party's satisfaction with the arrangement, and at least every five years in alignment with CARRs.

   2.5. Where breaches of the agreement or unsatisfactory performance cannot be resolved between parties, the matter will be referred to the relevant Pro Vice-Chancellor(s) and escalated to the Deputy Vice-Chancellor Academic or Provost if required, for resolution.

3. SCOPE OF PROCEDURES

   All students, staff and associates involved in learning and teaching, and all Curtin award courses.

4. DEFINITIONS

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

   Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/LINKS/FORMS

   Contract Management website
   Intellectual Property Policy

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STUDENT EVALUATION OF LEARNING AND TEACHING

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

   Course Design, Approval and Review Policy
   Graduate Capabilities Policy
   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

2.1 Institutional evaluation of all aspects of teaching, learning and assessment by students will be obtained through the administration of standardised student surveys and other authorised mechanisms for obtaining student feedback. The resulting data will inform continuous improvement in course and teaching quality.

2.2 The Associate Deputy Vice-Chancellor Learning and Teaching is responsible for an institutional approach to the evaluation of learning and teaching and ensuring that approved student evaluation surveys or other authorised mechanisms for obtaining student feedback that:
   a) align with the University Strategic Plan and priorities;
   b) represent the student voice at senior management decision making forums;
   c) are valid, reliable and managed at a consistently high standard; and
   d) adhere to appropriate ethical standards.

2.3 Students will be provided the opportunity to provide feedback on their learning experience in their course of study at regular intervals, through a range of instruments and approaches that informs continuous improvement in course and unit quality.
   2.3.1 Students will have the opportunity within the first half of the study period to provide formative feedback on their learning experience in each unit of study.
   2.3.2 Unit coordinators and teaching staff will discuss feedback and responses to feedback received in a timely manner.

2.4 Data obtained through student evaluation processes will be used in combination with other data to:
   a) identify areas of quality and excellence in learning and teaching;
   b) identify areas for improvement of the student learning experience and learning and teaching practices;
   c) inform Annual unit and course reviews, course analysis, review and renewal reviews, school reviews; and
   d) identify areas and resources for improvement of an individual’s educational practice and when conducting Work Performance Planning Reviews (WPPRs).

2.5 All student feedback collected through evaluation activities, regardless of the instrument/approach, will be reported so as not to identify individuals.

2.6 The Director Integrity and Standards Unit, Director People and Culture and the Academic Registrar (or nominee) may access any evaluation data in support of investigations.

Teaching Evaluation Surveys (TES) and Reports (TER)

2.7 All staff in teaching roles who are on continuing, contract or sessional appointments will have annual feedback on their teaching using a teaching evaluation instrument/process approved by University Learning and Teaching Committee.
   2.7.1 Course Co-ordinators will ensure that the use of institutional TES do not over-burden students.

2.8 The Head of School/Area may request that a staff member conduct an evaluation of their teaching using an approved teaching evaluation instrument/process.
2.9 Results from institutional Teaching Evaluation Surveys (TES) provided as Teaching Evaluation Reports (TER) will only be made available to the teacher who requests the TES and the Head of School/Area (or nominees) that owns the unit.

Unit and Course Evaluation Data and Reports

2.10 Quantitative results from institutional unit and course evaluation surveys will be publicly available to all students and staff at Curtin.

2.11 Full quantitative data from institutional unit and course evaluation surveys will be available to Heads of School (or nominees) to support professional accreditation reporting requirements.

2.12 Qualitative student comments from institutional unit and course evaluation surveys will only be made available to the Unit Coordinator, members of the teaching team, Head of School/Area (or nominee) and relevant Faculty Dean of Learning and Teaching.

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

2.14 The Chief Strategy Officer (or nominee) will be responsible for:
   a) Ensuring, when feasible, that other surveys of staff or students conducted at Curtin do not adversely impact upon student evaluation surveys or over-surveying of students;
   b) managing the survey data collection process;
   c) providing teaching areas with regular updates on response rates during the evaluation process;
   d) reporting institutional response rates and data to all stakeholders including staff, students and the general public; and
   e) ensure data are analysed, reported and disseminated appropriately.

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

Monitoring and Quality Assurance

2.16 The Head of School/Area (or nominees) will review the outcomes of all teaching evaluations relating to teaching practices and the management of the learning and teaching environment with only the requesting staff member.

2.17 The Head of School/Area (or nominees) will review the outcomes of all teaching evaluations to identify good practice and areas for improvement/concern identified by student feedback.

2.18 The Faculty Pro-Vice Chancellor (or nominee) will review aggregated faculty student evaluation data identifying areas for improvement and monitoring progress and outcomes of proposed actions.

2.19 The Director Course and Teaching Quality (or nominee) will be responsible for:
   a) supporting the student evaluation processes through the provision of guidelines, professional learning and support for University staff;
   b) ad hoc analysis and interpretation of student evaluation outcomes by course, location and mode of delivery and routine validation exercises;
   c) monitoring and communicating student evaluation outcomes to the University Learning and Teaching Committee; and
   d) formulating recommendations, in consultation with Deans Learning and Teaching, to guide improvement in the quality of learning and teaching and the student experience.

3. SCOPE OF PROCEDURES
   All students, staff and associates involved in learning and teaching, and all Curtin courses.

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

   Refer to Schedule 1 of this manual for relevant definitions.
5. RELATED DOCUMENTS/LINKS/FORMS

- Code of Conduct
- Curtin University Academic, Professional and General Staff Agreement 2017-2021
- Disclosure of Personal Information Procedures
- Learning Analytics Procedure
- Statute No.10 - Student Discipline and Associate Rules
- Student Charter
- Academic Capability Framework
- Universal Design at Curtin

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UNIT OUTLINES

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

   Course Design, Approval and Review Policy
   Graduate Capabilities Policy
   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

   2.1 The Head of School/Area will ensure that each unit availability offered by their owning area has a unit outline published using the University approved system, at least one week before the commencement of teaching of the study period in which the unit will be delivered.

   2.2 To ensure accuracy and consistency unit outlines will include:
      i. relevant details for Unit coordinator, Campus unit Coordinators, Co-assessor and relevant teaching staff;
      ii. approved unit details drawn directly from the relevant university system(s);
      iii. standardised text describing specific University statutes, rules, policies and procedures, and any specific actions or behaviours required of students. This text will be developed (in consultation with relevant stakeholders) and maintained by Curtin Learning and Teaching and approved by the Deputy Vice-Chancellor Academic (or nominee);
      iv. an Acknowledgment of Country or an appropriate statement acknowledging relevant First Nations peoples in offshore locations hosting Curtin campuses (if applicable); and
      v. explicit links between the Unit learning outcomes, Course learning outcomes and Curtin Graduate Capabilities.

   2.3 The Unit Outline will provide specific information detailing the requirements for completion of the approved unit of study, including:
      i. any essential or inherent requirements (e.g. physical abilities, the attainment of a first aid certificate, ability to obtain a Working with Children Check) and requirements for participation in a specific activity (e.g. fieldwork) necessary for successful completion of the unit;
      ii. details of each assessment task including the nature and extent of the work, the specified timeframe for the work (e.g. the assessment event date/time or the submission due date/time), the duration of any examinations, the process and criteria used to assess the work and the moderation strategy;
      iii. details of any hurdle requirements specific to the unit, the particular nature of the requirement and the consequences of failing to meet that requirement;
      iv. instructions on how to submit assessable work as appropriate to the type of submission and number of submissions possible;
      v. legislative and procedural requirements, travel and costs related to Work Integrated Learning (WIL) activities;
      vi. any variation in requirements relevant to specific cohorts or transnational delivery;
      vii. the nature, location and total hours expected of students undertaking off-campus WIL learning activities or work placements;
      viii. any approved incidental student fees required to be paid by the student or details of where this information is available;
      ix. information on the preparation of assessable work, academic integrity Guidelines and the referencing style appropriate to the discipline;
      x. any essential and recommended learning resources;
      xi. timeframes at the end of semester where eligible students will need to be available to undertake assessment extensions and further assessments if required;
xii. information regarding expectations in relation to timelines for responses to interactions with teaching staff (e.g. queries, feedback on assessment etc.); and

xiii. any relevant Faculty/School-specific information (e.g. nominated contact for Assessment Extension Applications).

2.4 The Unit Outline will specify any approved variations or exemptions to assessment structures as required in the Assessment and Student Progression Manual.

2.5 Unit Outlines will describe any restrictions to assessment procedures and indicate whether one or more of the following apply:

i. Late assessments are not permitted;

ii. Assessment extensions are not permitted; and

iii. Further assessments are not permitted.

2.6 Unit Outlines will provide students the following specific information about learning resources, where applicable:

i. A statement regarding the use of learning analytics relating to a student’s engagement in their unit of study;

ii. If a specific edition of a learning resource is required or if a prior edition will suffice;

iii. If library reading lists (subject to copyright legislation) are available as an alternate to purchasing the text; and

iv. If the learning resource is to be used in several units, students may be advised which other units to enable maximum utilisation of the resource.

2.7 Nano and Microcredential Outlines will provide specific information detailing the requirements for completion of the credential. Formal Non-Award Learning Opportunities will provide Nano and Microcredentials Outlines, including the following information:

i. standardised text describing specific University statutes, rules, policies and procedures, and any specific actions or behaviours required of students. This text will be developed (in consultation with relevant stakeholders) and maintained by Curtin Learning and Teaching and approved by the Deputy Vice-Chancellor Academic (or nominee);

ii. relevant details of the teaching staff;

iii. learning outcomes and their relation to assessment;

iv. details of each assessment task including the nature and extent of the work, the specified timeframe for the work (e.g. the assessment event date/time or the submission due date/time) and the process and criteria used to assess the work, including the duration of any examinations;

v. details of any hurdle requirements specific to the unit, the particular nature of the requirement and the consequences of failing to meet that requirement;

vi. instructions on how to submit assessable work as appropriate to the type of submission and number of submissions possible;

vii. information on the preparation of assessable work, academic integrity Guidelines and the referencing style appropriate to the discipline;

viii. information regarding expectations in relation to timelines for responses to interactions with teaching staff (e.g. queries, feedback on assessment etc) and

ix. relevant learning resources.

2.8 The Unit Coordinator will ensure the accuracy and completeness of any unit-specific information and that any information provided in free texts fields is consistent with approved unit information. Where any inconsistency is found, the approved information overrides that in the free text field.

2.9 After a unit outline has been published and teaching has commenced, the assessment details, criteria for successful completion of the unit, and due dates, will only be altered with the evidenced consent of the majority of the students enrolled in the unit.
2.10 The Head of School (or nominee) will approve the un-publishing and changing of any unit outline.

3. SCOPE OF PROCEDURES
All students, staff and associates involved in learning and teaching, and all Curtin award courses.

4. DEFINITIONS
(Note: Commonly defined terms are located in the Curtin Common Definitions. Any defined terms below are specific to this document)
Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/LINKS/FORMS
- Assessment and Student Progression Manual
- Fieldwork Education Policy
- Learning Resources Procedures
- Learning Analytics Procedures
- Management of Plagiarism Policy
- Universal Design at Curtin

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WORK INTEGRATED LEARNING

1. STRATEGIC PLAN THEME AND COMPLIANCE OBBLIGATION SUPPORTED

   Course Design, Approval and Review Policy

   Graduate Capabilities Policy

   Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

   2.1 Work Integrated Learning (WIL) in Curtin courses will integrate theory with the practice of work through arranged curricular and co-curricular activities to enhance student learning, career development and work readiness/employability in support of students’ demonstrated achievement of the Curtin Graduate Capabilities.

   2.2 Units that have learning outcomes and assessments related to WIL will be identified as WIL units in the curriculum management system;

      a) Units that have fieldwork activities will be identified in the curriculum management system as fieldwork units;

      b) Units that have student projects done in collaboration with and for industry /community will be identified in the curriculum management system as Industry project units.

      c) Capstone units will be identified in the curriculum management system as capstone units.

   2.3 All undergraduate and postgraduate coursework courses will include WIL elements by:

      a) Providing an industry relevant student experience that presents students with the opportunity to develop and demonstrate achievement of the Curtin Graduate Capabilities and is supported by effective, sustainable collaborations with industry/community;

      b) Embedding WIL in authentic learning and assessment activities which evidence the acquisition of employability skills, include ‘real-world’ industry relevance and are designed in consultation with relevant stakeholders including industry and community connected experts;

      c) Ensuring assessment practices are equitable and inclusive of the diverse individual experiences that may occur through participation in external industry /community relevant activities;

      d) Providing a learning environment where students are trained for safe engagement with WIL activities that are supervised by suitably qualified staff;

      e) Designing equivalent learning experiences for students enrolled in a variety of modes of delivery or locations to ensure equitable WIL opportunities for all students where possible; and

      f) WIL practices and activities will be evaluated on a regular basis.

   2.4 All fieldwork will be managed through the university approved Fieldwork management systems.

   2.5 The Head of School/Area or Pro Vice-Chancellor (or nominee) who owns the course, in consultation with the relevant Pro Vice-Chancellor of an Off-shore Campus (where applicable), will ensure that:

      a) students complete an approved induction program before commencing fieldwork activities;

      b) fieldwork activities and supervision are of high quality;

      c) fieldwork activities are compliant with relevant Australian and international legislation, university policies and procedures, and professional accreditation requirements where appropriate;

      d) staff and supervisors will complete an approved training program to prepare them for their roles and responsibilities in relation to fieldwork and are provided with appropriate support and resources;
e) fieldwork partners are aware of their roles and responsibilities in relation to fieldwork and provided with support and resources where appropriate; and
f) Curtin International is consulted to ensure availability for in-country support and compliance with international legislation for offshore availabilities.

2.6 The Head of School/Area or Pro Vice-Chancellor (or nominee) who owns the course will report on fieldwork activities annually to Faculty Learning and Teaching Committee, with reference to:
   a) quality of student experience and learning outcomes;
   b) quality of fieldwork site and supervision;
   c) fieldwork management and compliance;
   d) viability and sustainability of fieldwork placements and partner capacity, and
   e) value for staff, partner/s and university.

Monitoring

2.7 The Director Course and Teaching Quality (or nominee) will monitor and report annually to University Learning and Teaching Committee on the embedding, quality, effectiveness and recommendations for improvement of fieldwork and WIL in Curtin courses.

3. SCOPE OF PROCEDURES

All students, staff and associates involved in learning and teaching, and all Curtin award courses.

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

4. DEFINITIONS

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

Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/LINKS/FORMS

Curtin Extra Policy
Curtin Extra Procedures
Curtin Work Integrated Learning website
Fieldwork Policy (will be revised in 2019)
Fieldwork Procedures (will be revised in 2019)
Health, Safety and Emergency Management - Risk Assessments
National WIL Strategy
Universal Design at Curtin

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<td>Effective 10th February 2020</td>
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</table>
ADDITIONAL INFORMATION

INTERPRETATION

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

Schedule 1: Definitions

Commonly defined terms are located in the Curtin Common Definitions. Any defined terms below are specific to this manual.

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

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

An **Accelerated Bachelor Master course** leads to a bachelor/bachelor honours degree and a master degree.

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

**Alternate core components or units** are sets of two or more parallel components/units of which one will be completed by a student enrolled in the course to successfully complete the course and graduate.

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

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

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

In a **blended unit** student engagement with learning and teaching activities on-campus or at partner institutions is required on occasion, in conjunction with online components and activities.

**Bridging courses** are a range of study programs provided to a person for the purpose of preparing potential students to undertake a course leading to a higher education award.

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

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

A **Capstone unit** is a substantial educational experience that takes place in the final stage of an educational course, typically focusing on the application of professional skills and attributes within a framework of disciplinary knowledge and standards where students evidence achievement of course-level learning outcomes.

**Casual academic staff** are employed in an educator role on a sessional or casual basis for more than 12 hours per semester.

**Co-badged** units are two units that are identical in terms of syllabus, learning outcomes, assessment tasks and learning activities but for exceptional reasons, such as accreditation requirements or for the satisfaction of the general requirements of degrees, must have different unit codes.

**Co-taught** units are taught across AQF levels and have a common syllabus and learning activities shared with another unit, but each unit has a different Study Package Code and different learning outcomes and assessment.

**Collaborative Awards** are Curtin degree programs that are delivered with the collaboration of other higher education institutions. Typically these lead to the award of a Curtin degree for which the testamur reflects the collaborative development and delivery of the education program.
A **Complementary specialisation** comprises at least two core and no elective units drawn from a major or theme area other than the major area of study.

**Components** of a course are macro curriculum structures such as majors and specialisations.

A **Comprehensive course** is a program of study leading to a bachelor or master degree in which students can choose from a broad range of majors from diverse disciplines. The program provides students with knowledge and skills in a traditional academic discipline rather than a specific professional field, and does not have a requirement for professional accreditation.

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

A **core unit** will be completed by a student enrolled in the course to successfully complete the course and graduate.

The **Course Development and Approval Schedule** comprises a priorities list of courses planned for development and delivery over a two year period which informs load planning and the work plans for University Courses committee.

**Course Quality reports** are course and teaching quality monitoring reports including, Exemptions, Annual Unit and Course Reviews, CARR Reports, Professional accreditation reports.

**Course requirements** are mandatory requirements applicable to all student at the university. They include both compliance with the policies, procedures and regulations and also the mandatory requirements associate with the course of study.

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

**Course Review Team** for Annual Course Reviews will comprise of the Course Coordinator and three academic staff involved in teaching the course(s); and for CARR will involve the Discipline lead, Course Coordinator and all staff teaching the course(s).

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

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

A **Double major** refers to the completion of two discipline /thematic majors within a degree that designed as a pair, yet still enable student choice in the sequence of units studied.

A **Defined Double Major** refers to a specified sequence of units across two majors leading to the award.

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

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

A **Dual award** involves one or more courses of study (at the same of sequential AQF levels) that leads to the award of two separate qualifications. Where the course involves an arrangement between two registered higher education providers, one of the qualifications is typically conferred by each provider.

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

**Employability** is the ability to find, create and sustain meaningful work and learning across the career lifespan.

An **English Language Instruction Course for Overseas Students (ELICOS)** course is a course of education or training that is solely or predominantly of English language instruction that is provided, or intended to be provided, to an overseas onshore student.
**English language proficiency** is defined by the Australian higher education standards authority as “language proficiency (the ability to communicate in the English language) and academic language proficiency (the ability to: (i) participate effectively in a course of study delivered in English, (ii) achieve expected learning outcomes without requiring significant English language support; and (iii) gain entry to the labour market or a further course of study).” (TEQSA, 2013)

**Enabling programs** consist of one or more units of study designed to prepare potential students for higher education by helping them to build the skills they need for university such as literacy, numeracy and critical thinking. They generally act as an entry point into a bachelor-level degree for those who successfully complete the course.

An **Exit Award** is an approved exit point from a higher level award course that may be available to students unable to fulfil the requirements of that higher level award course in which they are enrolled but who have completed the requirements of a lower level qualification.

An **Extension Specialisation** comprises four (additional) units from the discipline major of study, but not contained within the major.

**Field of Education (FOE)** code is drawn from the Australian Standard Classification of Education (SCED) which defines the subject matter of an educational activity. Course FOEs are usually drawn from detailed fields, whilst unit FOEs are drawn from narrow or detailed fields.

**Fieldwork** is any approved practical work, teaching, study or research activity, usually conducted away from the normal place of University business. Fieldwork includes but is not limited to clinical or practical work placements or activities; participation in laboratories; plant visits; industrial premises or site visits; practicums; study tours; field trips; professional and work experience; service industry placements; isolated and remote fieldwork camps and/or excursions and international field trips/placements. Fieldwork does not include activities that have not been approved through the University, such as voluntary and leisure activities, paid employment or unpaid work experience, and site visits that are not part of an award course.

**Foundation Programs** are nationally recognised courses, regulated by TEQSA, that equip international students with the skills and capabilities to seek entry into higher education programs in Australia. They provide an academic entry pathway to first year undergraduate study or its equivalent.

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

In an **On-campus unit** student engagement with learning and teaching activities is required by attendance on-campus or at partner institutions/campuses on a regular or scheduled basis.

In a fully **Online unit** student engagement with learning and teaching activities and resources occurs online and there are no expectations or requirements for attendance on-campus at Curtin. Students may be required to attend professional, work or industry placements off campus.

**Graduate Capabilities** are the defining characteristics of all Curtin graduates.

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

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

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

A **Joint award** (also referred to as ‘dual badged’ or ‘jointly badged’) involves a single course of study arranged and delivered jointly by two or more providers that leads to the award of a single qualification that is recognised within the Australian Qualifications Framework (AQF) and is typically conferred jointly by the providers involved.

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

A **Major** is a sequence of units of study, within a discipline or across disciplines, which develop depth of expertise in a field of study.
A **Module** is a standalone component of study that focuses on a coherent set of learning outcomes, learning activities and assessments, which is lesser in content and assessment to a unit of study.

A **MOOC (massive open online course)** is an open access, online course of study.

A **Microcredential** is a means of evidencing informal learning, formal learning achievements or competence. Microcredentials may be grouped, aggregated or stacked into a larger award course.

A **Nanocredential** refers to a short period of study/learning opportunity that can be recognised for purposes of credentialing learning and credit for recognised learning. Nanocredentials are designed as 5, 10, 15 or 20 credit point curriculum components.

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

**New-to-Curtin Staff** are defined as those who have been working with Curtin University in an educator role for fewer than two years.

A **New-to-Curtin student** is a student enrolled in: a Higher Degree by Research course prior to the successful attainment of candidacy; or in all other cases has not yet successfully completed the designated unit (or appropriate alternative); or has completed fewer than 50 credit points of study at Curtin; or is currently enrolled in an enabling program.

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

An **Open Specialisation** consists of at least two elective units, and no core units, chosen as relevant to a student’s personal interests.

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

The **Owning Area** is the school or area which has been assigned ownership of a course or component in the Student management system. Ownership does not necessarily align with teaching responsibility.

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

A **Post-entry language task** (PELT) is a validated diagnostic assessment conducted as a means of determining a student’s level of English language proficiency.

A **Post-entry language assessment** (PELA) is a diagnostic assessment conducted within a disciplinary context as a means of determining a student’s level of English language proficiency and an appropriate development path.

A **Pre-masters Specialisation** exists in an accelerated bachelor master degree and consists of a minimum of two core and two optional 500 or 600 level units in an undergraduate course. A maximum of two units in the pre-masters specialisation can be drawn from the Graduate certificate nested within the master degree.

On completing a **Pre-requisite unit**, students will have demonstrated foundational knowledge and skills that are essential for academic success in later specified units of study.

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

**Professional learning** refers to a professional learning activity relevant to an individual’s educational practice, that aims to enhance learning and teaching processes, practice, supervision or scholarship. For example professional development activities which are relevant to learning and teaching and/or are in line with the learning and teaching strategic direction, as acknowledged by Curtin Learning and Teaching. Some professional accreditation professional development may be applicable but will be determined on a case-by-case basis.

A **Pro Vice-Chancellor Global Campus** means the person occupying the office that most closely corresponds with the position of Pro Vice-Chancellor, whether it is described, for example, as President or as Pro Vice-Chancellor and President of the international campus.
A **Provider** is an area providing input into a service unit, which may be a mixture of discipline expertise and teaching.

Staff are **suitably qualified** for an educational role where they hold academic qualifications or equivalent experience commensurate with the position, competencies and expertise relevant to the unit learning outcomes, content and context and capacity to fulfil the role.

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

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

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

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

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

A **Specialisation** consists of a minimum of two core units and no electives that extends, broadens or complements major discipline studies or relevant to student interests.

A **Specialist course** is a program of study leading to a bachelor or master degree in which students develop a body of knowledge and skills leading to practice in a specific professional field. Specialist courses are typically subject to external professional accreditation processes.

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

A **Stack** refers to a coherent group of 100 credit points of postgraduate units that may be aggregated into a Stackable master degree.

A **Stand alone elective** unit has no prerequisite or co-requisite units and is open to study by all students.

**Staff in an educator role** refers to all staff involved in the provision of education through student-facing activities such as collaborative teaching, seminars, lectures, tutorials, demonstrations, laboratory sessions, clinical/practicum sessions, fieldwork, research or clinical supervision, or other teaching methods, inclusive of teaching that is delivered online, offshore, through distributed learning or at a distance.

**Teaching delivery** means the provision of education through activities such as collaborative teaching, seminars, lectures, tutorials, demonstrations, laboratory sessions, clinical/practicum sessions, fieldwork, research or clinical supervision, or other teaching methods, inclusive of teaching that is delivered online, or through distributed learning or at a distance.

**Teaching Evaluation Survey (TES)** validated institutional survey that ask students to report on aspects of teaching performance.

**Teaching Evaluation Reports (TER)** provide percentage agreement with quantitative items and verbatim student responses from qualitative items in the teaching evaluation survey.

**Teaching-related duties** includes curriculum development, unit coordination, preparation of materials; consultation; assessment and feedback; higher degree by research supervision; and training in new modes of teaching delivery.

**Work Integrated Learning (WIL)** is an umbrella term used for a range of approaches and strategies (including fieldwork) that integrate theory with the practise of work within purposefully designed curricular and co-curricular programs.
## Schedule 2: Levels of Change Guidelines

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

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<th>Level</th>
<th>Level Descriptor</th>
<th>Nature</th>
<th>Change</th>
<th>Change to ..</th>
<th>Approval Pathway</th>
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<td>Delivery</td>
<td>Owning Organisation</td>
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<td>Delivery</td>
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<td>Structure</td>
<td>Structure change to add/remove specialisation</td>
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<td>Faculty Courses Committee</td>
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<td>Structure</td>
<td>Service Teaching Arrangements</td>
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<td>Course/Components</td>
<td>New</td>
<td>Creation of a new specialisation</td>
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<td>Faculty</td>
<td>Course/Components</td>
<td>Structure</td>
<td>Change in duration that does not affect total course credit points NOTE: If course is CRICOS registered this will be a Central change</td>
<td>Faculty Courses Committee</td>
<td>Faculty Dean, Learning and Teaching (or nominee)</td>
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<tr>
<td>Level</td>
<td>Level Descriptor</td>
<td>Nature</td>
<td>Change</td>
<td>Change to ..</td>
<td>Approval Pathway</td>
<td>Actioning Position</td>
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<td>2</td>
<td>Faculty</td>
<td>Course/Components</td>
<td>Delivery</td>
<td>Learning Outcomes - Course/Major</td>
<td>Faculty Courses Committee</td>
<td>Faculty Dean, Learning and Teaching (or nominee)</td>
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</table>
| 2     | Faculty          | Course/Components | Structure | Structural change that is less than one third of the credit points  
** If changes are made after its initial approval up until the end of the first 12 months of delivery the change will be upgraded to Central | Faculty Courses Committee, Courses Committee | Deputy Vice-Chancellor, Academic |
<p>| 2     | Faculty          | Unit | Assessment | Linked ULOs | Faculty Courses Committee | Faculty Dean, Learning and Teaching (or nominee) |
| 2     | Faculty          | Unit | Assessment | Assessment classification levels | Faculty Courses Committee | Faculty Dean, Learning and Teaching (or nominee) |
| 3     | Central          | Course Components | New | Creation of Specialisation that is not equal to 100 CP | Faculty Courses Committee; Courses Committee; Academic Board | Academic Board |
| 3     | Central          | Course/Components | Title | Title of Course or Major | Faculty Courses Committee; Courses Committee. | Deputy Vice-Chancellor, Academic |
| 3     | Central          | Unit | All changes to units after its initial approval and before first delivery will have central approval | Central Courses/Components Structure | Structural change that is less than one third of the credit points but the changes are made after its initial approval up until the end of the first 12 months of delivery | Faculty Courses Committee; Courses Committee; Academic Board | Academic Board |
| 3     | Central          | Courses/Components | New | Creation of New Courses | Faculty Courses Committee; Courses Committee; Academic Board | Academic Board |
| 3     | Central          | Courses/Components | New | Creation of New Majors | Faculty Courses Committee; Courses Committee | Deputy Vice-Chancellor, Academic |
| 3     | Central          | Unit | New | Creation of new unit | Faculty Courses Committee; Courses Committee | Deputy Vice-Chancellor, Academic |</p>
<table>
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<tr>
<th>Level</th>
<th>Level Descriptor</th>
<th>Nature</th>
<th>Change</th>
<th>Change to ..</th>
<th>Approval Pathway</th>
<th>Actioning Position</th>
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<tr>
<td>3</td>
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<td>Course/Components</td>
<td>Deactivation</td>
<td>Deactivation - Major</td>
<td>Faculty Courses Committee; Courses Committee</td>
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<td>Central</td>
<td>Course/Components</td>
<td>Deactivation</td>
<td>Deactivation - Course</td>
<td>Faculty Courses Committee; Courses Committee</td>
<td>Deputy Vice-Chancellor, Academic Board</td>
</tr>
<tr>
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<td>Faculty</td>
<td>Course/Components</td>
<td>Deactivation</td>
<td>Deactivation - Specialisation</td>
<td>Faculty Courses Committee.</td>
<td>Faculty Dean, Learning and Teaching (or nominee)</td>
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<td>Central</td>
<td>Unit</td>
<td>Deactivation</td>
<td>Deactivation (Phasing out period will depend on student transition arrangements)</td>
<td>Faculty Courses Committee; Courses Committee</td>
<td>Deputy Vice-Chancellor, Academic Board</td>
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<td>Course/Components</td>
<td>Reactivation</td>
<td>Reactivation - Course</td>
<td>Faculty Courses Committee; Courses Committee; Academic Board</td>
<td>Deputy Academic Board</td>
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<td>Central</td>
<td>Course/Components</td>
<td>Reactivation</td>
<td>Reactivation - Major/Specialisation</td>
<td>Faculty Courses Committee; Courses Committee</td>
<td>Deputy Vice-Chancellor, Academic</td>
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<td>Central</td>
<td>Unit</td>
<td>Reactivation</td>
<td>Reactivation - Unit</td>
<td>Faculty Courses Committee; Courses Committee</td>
<td>Deputy Vice-Chancellor, Academic Board</td>
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<td>Course/Components</td>
<td>Text</td>
<td>Changes to Course Entry Requirements</td>
<td>Faculty Courses Committee; Courses Committee</td>
<td>Deputy Vice-Chancellor, Academic</td>
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<td>3</td>
<td>Central</td>
<td>Course/Components</td>
<td>Entry Requirements</td>
<td>Changes to Course ATAR requirements</td>
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<td>Academic Board</td>
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<td>3</td>
<td>Central</td>
<td>Unit</td>
<td>Delivery</td>
<td>Change or creation of a unit to be conducted either wholly or partially in a language other than English (LOTE) (vice versa)</td>
<td>Faculty Courses Committee; Courses Committee</td>
<td>Academic Board</td>
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<td>Central</td>
<td>Course/Components</td>
<td>Structure</td>
<td>Structure change to add/remove Major</td>
<td>Faculty Courses Committee; Courses Committee</td>
<td>Deputy Vice-Chancellor, Academic Board</td>
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<td>3</td>
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<td>Course/Components</td>
<td>Entry Requirements</td>
<td>Change an existing exit only Graduate Diploma to allow entry</td>
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<td>Deputy Vice-Chancellor, Academic</td>
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<td>Level</td>
<td>Level Descriptor</td>
<td>Nature</td>
<td>Change</td>
<td>Change to ..</td>
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<tr>
<td>3</td>
<td>Central</td>
<td>All</td>
<td>Exemption/Variation</td>
<td>Course/Components/Units: changes that require an exemption or variation to Policies and Procedures including but not limited to: Course Design Approval and Review Policy, Graduate Attributes Policy, Course Quality Manual</td>
<td>Faculty Courses Committee; Courses Committee; Academic Board</td>
<td>Academic Board</td>
</tr>
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<td>3</td>
<td>Central</td>
<td>Course/Components</td>
<td>Structure</td>
<td>Change to structure that involves change to more than one third of the credit points, which includes adding or removing study packages.</td>
<td>Faculty Courses Committee; Courses Committee; Academic Board</td>
<td>Academic Board</td>
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<td>3</td>
<td>Central</td>
<td>Course/Components</td>
<td>Structure</td>
<td>Moving study period or year level of offerings; Changing from Core to Option or vice versa.</td>
<td>Faculty Courses Committee; Courses Committee.</td>
<td>Deputy Vice-Chancellor, Academic</td>
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<td>3</td>
<td>Central</td>
<td>Course/Components</td>
<td>Award</td>
<td>Change requiring modification to the award</td>
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<td>3</td>
<td>Central</td>
<td>Course/Components</td>
<td>Non Award Learning Opportunity</td>
<td>Addition of formal Non Award Learning Opportunity as course requirement</td>
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<td>Deputy Vice-Chancellor, Academic</td>
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<td>3</td>
<td>Central</td>
<td>Course/Components</td>
<td>Non Award Learning Opportunity</td>
<td>Creation of new formal Non Award Learning Opportunity</td>
<td>Faculty Courses Committee; Courses Committee</td>
<td>Deputy Vice-Chancellor, Academic</td>
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<tr>
<td>3</td>
<td>Central</td>
<td>Course/Components</td>
<td>Other</td>
<td>Change that would: - Involve badging with another institution (collaboration); - be delivered wholly or partly in a language other than English; or - vary from the Australian Qualifications Framework standards.</td>
<td>Faculty Courses Committee; Courses Committee; Academic Board</td>
<td>Academic Board</td>
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<td>Course/Components</td>
<td>Delivery</td>
<td>New, Variation to or discontinuation of CRICOS code</td>
<td>Faculty Courses Committee; Courses Committee</td>
<td>Deputy Vice-Chancellor, Academic</td>
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<td>3</td>
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<td>All</td>
<td>Administrative changes</td>
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<td>Director Course and Teaching Quality</td>
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