



COURSE QUALITY ASSURANCE MANUAL

CONSOLIDATED POLICIES AND PROCEDURES

Course Design, Approval and Review Policy and Procedures and
the Graduate Capabilities Policy

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INTRODUCTION

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

The full title of this manual is Course Design, Approval and Review Policy and Procedures, and includes the Graduate Capabilities Policy. It may be referred to and cited as the *Course Quality Assurance Manual – Consolidated Policies and Procedures* and abbreviated to *CQAM*.

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 2015 (Threshold Standards) and international higher education regulatory requirements in countries where Curtin offers award courses.

The aim of this *Course Quality Assurance Manual (CQAM)* 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 [Learning Innovation and Teaching Excellence Centre website](#).

Upon approval, this *Course Quality Assurance Manual* rescinds and replaces the *Course Quality Manual (CQM) – Consolidated Policies and Procedures*.

The commencement date for the policy and procedures in the *Course Quality Assurance Manual* will be 1st April 2021. 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)

POLICIES

P1: 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, review and approval process that ensures Curtin offers and assures quality courses. To define the course life cycle that promotes agile and contemporary, quality course design.

3. POLICY STATEMENT

3.1 Courses offered will be high quality and consistent with:

- a) the Higher Education Standards Framework (Threshold Standards) (HESF) and equivalent higher education standards and regulations in countries where Curtin campuses are located; and
- b) 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 a teaching role will complete an approved professional learning program preparing them for university level teaching at Curtin within 12 months of their appointment. Staff will continue to improve their educational practice through engaging in contemporary scholarship of learning and teaching and other professional development relevant to their practice.

Course design and delivery

3.4 Courses offered by Curtin University will:

- i) reflect the strategic objectives of the University;
- ii) develop and facilitate student achievement of the Curtin Graduate Capabilities;
- iii) comprise consistent and 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
- iv) support the distinctive Curtin student experience.

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

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

3.7 Where there are any inherent requirements for undertaking a course, these will be clearly specified and communicated to students.

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

3.9 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.

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

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

- 3.12 Staff qualifications and staffing resources will meet the requirements of the learning opportunity, HESF, AQF, professional accreditation requirements (where appropriate) and levels of support needed within the educative environment.
- 3.13 An annualised Course Development and Approval Schedule will be approved and may be varied from time to time, by the Deputy Vice-Chancellor, Academic (DVCA), on recommendation by Courses Committee.

Course approval

- 3.14 A review process, including a Comprehensive Course Review (CCR), will be undertaken for approved courses to ensure effective curriculum planning, contemporary course design and sustainable course structures and resourcing.
- 3.15 Provided a CCR 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.
- 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:
 - i) University policies relating to courses;
 - ii) proposed new courses, course reactivations and deactivations;
 - iii) proposed course components and changes to courses, and course components that would:
 - a) involve Collaborative Awards;
 - b) be taught in a language other than English; or
 - c) vary from the use of the standard Australian Qualifications Framework terminology or standard course durations.
- 3.18 The setting or changing of Australian Tertiary Admission Ranking (ATAR) entry requirements and pre-requisites or Field of Education (FOE) codes will be approved by Academic Board.
- 3.19 Changes to courses, components, and units for administrative purposes may be approved by the Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee).
- 3.20 Corrections and/or changes to Field of Education (FOE) codes for administrative purposes may be approved by the Deputy Vice-Chancellor, Academic upon recommendation by Courses Committee.
- 3.21 The Deputy Vice-Chancellor, Academic, upon recommendation of Courses Committee, may approve all other course proposals not otherwise to be approved by the Academic Board.
- 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.

Comprehensive Course Review (CCR)

- 3.23 Outcomes of course reviews, 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 CCRs.
 - c) The Deputy Vice-Chancellor, Academic may, upon recommendation from Courses Committee, grant extensions or variations to the CCR schedule provided that each course will be reviewed within a seven year window.
 - d) The Vice-Chancellor, the Deputy Vice-Chancellor, Academic, the Provost or the Academic Board may initiate a CCR at any time.
- 3.25 Course review processes should use an evidence-led, risk-based approach informed by:
 - a) student, staff and industry/partner/stakeholder feedback and perspectives;
 - b) internal self-review and independent external review;
 - c) assurance of academic standards and learning; and
 - d) external referencing against internal, national and international indicators where applicable.

Disputes and Exemptions

- 3.26 Where any doubt as to the owning area of any course arises, the Academic Board will determine ownership.
- 3.27 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 at all locations and Curtin Campuses.

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 Development*
- *Advisory Groups*
- *Australian Tertiary Admission Rank (ATAR) Governance*
- *Collaborative Award Courses*
- *Course and Component Approval*
- *Course and Component Design*
- *Course and Unit Coordination*
- *Course Review*
- *English Language Proficiency*
- *Exit and Intermediate 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*

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 Policy
Credit for Recognised Learning Procedures
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
Higher Degree by Research (HDR) Supervision Policy
Higher Degree by Research (HDR) Supervision Procedures
Higher Education Standards Framework (Threshold Standards) 2015
Higher Education Support Act (2003)
Indigenous Governance Policy
Malaysian Qualifications Framework
Matters Reserved to Council
Professional Development in Tertiary Teaching for Teaching Staff Policy
Schedule 2. Levels of change
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)

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Academic Board
Review Date	1 st April 2026

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	14/05/2019	Academic Board	AB 85/19	Attachment A to Item 12.9 – Effective 10 th February 2020
	Approved	26/02/2021	Academic Board	AB 12/21	Attachment A to Item 11.3. Effective 1 st April 2021.

P2: 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 Curtin 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, at all locations and Curtin Campuses, 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

- Course and Component Approval
- Course and Component Design
- Course Review
- Unit Outlines

7. RELATED DOCUMENTS/LINKS

[Assessment and Student Progression Manual](#)

[Course Design, Approval and Review Policy](#)

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

[Indigenous Governance Policy](#)

[Reconciliation Action Plan](#)

[Universities Australia Indigenous Education Strategy 2017-2020](#)

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Academic Board
Review Date	1 st April 2026

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	14/05/2019	Academic Board	AB 85/19	Attachment A to Item 12.9 – Effective 10 th February 2020
	Approved	26/02/2021	Academic Board	AB 12/21	Attachment A to Item 11.3. Effective 1st April 2021.

PROCEDURES

PC1: 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 a philosophy, and demonstrate an understanding of academic integrity throughout their course of study.
- 2.2 Students will develop an understanding of academic integrity by access to approved education support services and feedback from academic staff on assessment submissions.
 - 2.2.1 Units that have learning outcomes related to academic integrity will be identified in the curriculum management system as academic integrity units.
 - 2.2.2 Every course will have a core unit identified in the curriculum management system as the Designated Academic Integrity Unit (DAIU).
 - 2.2.3 A student will not typically receive Credit for Recognised Learning (CRL) for the DAIU. 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) 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 typically be offered in the first study period of the course, with unit learning outcomes that ensures that students demonstrate an appropriate understanding of academic integrity principles and apply academic writing, referencing and acknowledgement 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 organisation 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 a students' academic integrity skills in the chosen course of study, 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 preventing obtainment of any results relating to their studies until the AIP 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 undertake and 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 Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (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 Learning and Student Experience Committee.
- 2.15 The Dean Graduate Research School (or nominee) will monitor and report on RIM completions and plans for improvement annually to the Research Committee the Learning and Student Experience Committee.

3. SCOPE OF PROCEDURES

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

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

[Credit for Recognised Learning Policy](#)

[Credit for Recognised Learning Procedures](#)

[Management of Academic Integrity Warnings for New to Curtin Students Procedures](#)

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

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice-Chancellor, Academic	EM1911	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2101	Effective 1 st April 2021

PC2: 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, modes of delivery 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 review 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.

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

need arising to formally consult with students of the Faculty.

- 2.17 SCC will meet at least twice per year, aligning with relevant study periods of courses offered by the Schools where possible.
- 2.18 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.
- 2.19 The Dean Learning and Teaching (or nominee) will act as the Chairperson.
- 2.20 Quorum will be 50% of the members. Vacant positions will not count towards the quorum.
- 2.21 The Chairperson may invite additional people to attend the SCC as deemed appropriate to present information or be standing observers.
- 2.22 Members, other than the Guild President (or nominee) and Dean Learning and Teaching (or nominee), will be appointed for a maximum three-year term.
- 2.23 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

- 2.24 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 annually to the Pro-Vice Chancellor.
- 2.25 The Chairperson of the SCC will provide a report on appropriateness of Terms of Reference and membership, issues, actions and activity of the committee annually to the Pro-Vice Chancellor.
- 2.26 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.

3. SCOPE OF PROCEDURES

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

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

[Student Evaluation of Learning and Teaching Procedures](#)

[Code of Conduct](#)

[Curtin Values](#)

[Indigenous Governance Policy](#)

[Reconciliation Action Plan \(RAP\)](#)

[Student Charter](#)

[Universities Australia Indigenous Education Strategy 2017-2020](#)

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
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Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1912	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2102	Effective 1 st April 2021

PC3: 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:
- prerequisites required for course entry;
 - anticipated number of eligible applicants, available places and market demand;
 - sources of potential students and the range of entry pathways (e.g. Year 12 students, course switchers, alternative entry pathways);
 - success rates, including success rates for target inclusion areas of the University (e.g. non-school leavers, Indigenous and low SES students);
 - prestige and quality perceptions as represented by the ATAR entry requirement; and
 - 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 will detail ATAR requirements in the cases and/or approval documentation of the following elements as part of their rationale:
- the proposed minimum ATAR;
 - the alternative pathway entry requirements (ATAR equivalence); and
 - comparison against a range of ATARs and entry requirements within the Faculty, the University and other similar courses from other institutions.
- 2.3.1 Where a change to the ATAR entry requirement is required urgently, proposals may be submitted to Academic Board Executive for consideration.
- 2.4 Changes to existing courses that involve the setting or changing of an ATAR entry requirement will have the detailed elements indicated in the documentation as part of their rationale:
- the proposed minimum ATAR;
 - the alternative pathway entry requirements (ATAR equivalence);
 - comparison against a range of ATARs and entry requirements within the Faculty, the University and other similar courses from other institutions; and
 - consideration of the impact of changing ATAR ranking and/or prerequisites will have on secondary students that have been preparing to apply/enter the course based on the existing requirements.

Monitoring

- 2.5 The Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) 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 courses at all locations and Curtin Campuses.

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 Discipline and associated Rules](#)

[TEQSA Advice on Admissions Transparency](#)

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1913	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2103	Effective 1 st April 2021

PC4: 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.
- The collaborative award may involve co-development and/or reciprocal sharing of course components or credit arrangements for entry.
 - At least one-third of the collaborative award will be taught by Curtin.
- 2.2 When proposing a collaborative award, the proposing area will:
- provide the course design proposal to the Deputy Vice-Chancellor, Academic (or nominee) for review prior to advancing development of the course; and
 - provide suggested partner considerations to the Deputy Vice-Chancellor, Academic (or nominee) or Deputy Vice-Chancellor Global (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:
- alignment with the University's Strategic Plan and areas of strategic importance;
 - existing collaboration between staff at Curtin and the partner institution, or the collaboration's ability to build a sustainable research collaboration or course offering;
 - 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;
 - advantages to students taking the proposed collaborative award course;
 - the discipline or specialisation's unavailability at Curtin, its interconnection with existing Curtin disciplines, and the expense of duplication at Curtin; and
 - 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 Global (as appropriate relevant to the partner) and signed by the delegated officer at each university.
- 2.8 Collaborative agreements will detail:
- the requirements of admission; enrolment, progression, completion; supervision; submission; examination; and award;
 - 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) co-ordination, co-coordination 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 Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) 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 courses at all locations and Curtin Campuses. 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

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

Guidance Note: Dual and Joint Awards. TEQSA Guidance Note, 2017.

Higher Degree by Research (HDR) Supervision Policy

Higher Degree by Research (HDR) Supervision Procedures

Statute No. 12 – Enrolment and associated Rules

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1914	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2104	Effective 1 st April 2021

PC5: COURSE AND COMPONENT APPROVAL

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 internal and external stakeholders; and
 - b) 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 course 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 (WIL), Indigenous Perspectives, Knowledges and Cultural Competencies (IPKCC) and global mobility opportunities in the curriculum as appropriate based on the volume of learning and the discipline area, and research integrity skills;
 - 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, CCR, 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, Academic, 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 area 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.
- 2.5 Changes to approval documents are the responsibility of the owning area.
- 2.6 Curriculum Administration Management will escalate significant non-compliance with clause 2.4 to the Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) for resolution.
- 2.7 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 Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (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 have minimal impact on learning and teaching quality or student experience) 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) will be approved by the Dean Learning and Teaching upon recommendation of the Faculty Courses Committee.
 - 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 changes are considered to be of a higher risk and will be submitted to the Faculty Courses Committee and 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.
- 2.7.1 The Research Committee will be consulted to provide advice to the Faculty Courses Committee in relation to proposed central level changes to research courses & theses.

Creation of courses and components

- 2.8 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;
 - e) category type (changing from undergraduate to postgraduate or vice versa); or
 - f) change to course title (government reporting requirement).
- 2.9 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.
- 2.10 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.
- 2.11 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 and acceptable, in course approval documentation.

Deactivation and reactivation of course and components

- 2.12 Prior to deactivation of a course or components, and except for mandatory professional accreditation requirements, schools will consider changes to unit offerings to minimise impact on the student progression and experience.
- 2.13 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 equivalent courses offered through OUA, other Curtin campuses, and partner institutions) 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 area.

Submission of requests

- 2.14 Course or component ownership will determine the teaching organisation responsible for submitting and revising requests for new/changes to courses and/or components, after consultation with all relevant stakeholders, with the exception of Curtin OUA courses where the teaching organisation will have this responsibility.
- 2.15 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 Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee) is the approval authority for non-faculty areas.
- 2.16 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 or as requested from time to time by the Deputy Vice-Chancellor, Academic.

Approvals

- 2.17 Proposals for approval of new courses require a New Course Concept Plan, submitted to the Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) and supported by the Senior Executive Team.
- 2.18 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 equivalent courses.
 - 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 based upon contemporary knowledge, advances in professional practice and/or research/scholarship;
 - d) a stated rationale for course design and delivery, including details of how the development of specific skills and graduate capabilities will be achieved; and
 - e) course and unit structure information required for approval, including transition plans where appropriate.
- 2.19 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.
- 2.20 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 Communication Skills Development;
 - d) Global Mobility;
 - e) Work Integrated Learning (WIL);
 - f) Technology-Enhanced Learning (TEL);
 - g) Indigenous Perspectives, Knowledges and Cultural Capabilities (IPKCC).
- 2.21 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. This should include any Curtin OUA equivalent course(s).
- 2.22 Curriculum Administration Management will ensure courses are:
- a) phased out at the appropriate time to ensure no new admissions or enrolments beyond the end date; and
 - b) deactivated only when the last actively enrolled student has completed the course.
- 2.23 New courses and components will only be advertised when approved by all the relevant University approval authorities and:
- a) registered with Government (if offered under HESA);
 - b) CRICOS registration (including pending registration) if offered to onshore international students; and
 - c) registration and accreditation with international higher education regulatory agencies (if offered offshore).

Monitoring and Quality Assurance

- 2.24 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 annually to the Courses Committee by the Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee);
 - b) Faculty level changes are reported annually to the Courses Committee by the Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee).
 - c) Central level changes are reported annually to Courses Committee by the Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee); and
 - d) Administrative changes will be reported annually to Courses Committee by the Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee);
 - e) The Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) 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 courses at all locations and Curtin Campuses

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](#)

[Assessment for Honours Research Components Procedure](#)

[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-OJA Equivalence Guidelines](#)

[Flexible Learning Support Web page](#)

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1915	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2105	Effective 1 st April 2021
	Approved	16/05/2022	Deputy Vice- Chancellor, Academic	EM2212	Partial review - change to Schedule 2. Effective 16 th June 2022.

PC6: COURSE AND COMPONENT DESIGN

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy

Graduate Capabilities Policy

Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

- 2.1 In order for students to develop and demonstrate course learning outcomes and Curtin Graduate Capabilities, course and component design and delivery will:
- reflect a sound educational philosophy based upon contemporary knowledge, advances in professional practice and/or research/scholarship;
 - reflect contemporary principles of curriculum design and delivery, including application of Universal Design;
 - consider course requirements, inherent requirements and potential reasonable adjustments to successfully complete the course;
 - provide a range of accessible, authentic and engaging learning activities and resources suitable for a diverse cohort of learners; and
 - embedding of academic integrity, English language development, Curtin Graduate capabilities, Work integrated learning (WIL), Indigenous Perspectives, Knowledges and Cultural Competencies (IPKCC) and global mobility opportunities in the curriculum as appropriate based on the volume of learning and the discipline area, and 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. With courses in the Curtin OUA portfolio, this is the responsibility of the teaching organisation.
- 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 Award courses at Curtin will make clear the relationship between the learning outcomes in the AQF Level criteria, the qualification type descriptor, and the discipline.
- 2.6 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.
- The volume of learning allocated in the design of a qualification may vary depending upon:
 - the level of the previous qualification required for entry;
 - whether the purpose of the qualification is for deepening or broadening of knowledge and skills; or
 - whether the qualification leads to professional outcomes or is generalist in purpose.
- 2.7 Award titles will be approved in accordance with Curtin's Coding and Naming Guidelines for courses and awards.
- 2.8 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.
- Components 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.
 - Fieldwork will only be conducted in credit-bearing units, except where required as part of a

thesis unit.

- 2.9 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.
- a) All other requirements will be equivalent so as not to undermine the quality or integrity of any offering.
 - b) The course title and its associated award title may vary in different locations when there are:
 - i. clear market needs, legislative or professional accreditation requirements;
 - ii. transparent strategies in place to manage student transfer between the courses and ensure that only one qualification can be awarded upon completion; or
 - iii. strategies in place to ensure that communication and documentation related to the courses is clear and will not adversely impact on the student experience.
- 2.10 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.
- 2.11 Components will have a distinct title and user defined code.
- 2.12 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.
- 2.13 Components (i) will not have ATAR entry requirements and (ii) may have eligibility pre-requisites related to prior educational or employment background or progress within their course of study.
- 2.14 The structure and curriculum design for any component or unit will be determined by the owning area, in consultation with all relevant stakeholders, except in the case of Curtin OUA units, which will be the responsibility of the teaching organisation.

Units

- 2.15 Coursework units will consist of workloads of 12.5, 25, 50, 75, 100, 150 or 200 credit points.
- a) The credit point value of a unit will be determined by the unit learning outcomes, assessment and workload associated with the unit.
 - b) 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.
 - c) Allowing for mandatory professional accreditation requirements, a 25 credit point fieldwork unit will nominally require at least 150 hours of engagement in learning (inclusive of scheduled teaching activities, directed self-learning and assessment preparation) over any single study period.
 - d) A course will contain no more than two 12.5 credit point units.
 - e) Stand-alone elective units will be 25 credit points.
- 2.16 Courses may consist of a selected combination of core units, alternate core units, optional units, and/or elective units.
- a) Capstone units will typically comprise a minimum of 25 credit points in the final year of a degree.
 - b) Capstone units will be assessed by Curtin University.
 - c) Core units at level 200 and above will be assessed by Curtin University.
- 2.17 Units may contain component sub-structures for the purposes of developing, approving and offering nanocredentials.
- 2.17.1 Each nanocredential, or set of nanocredentials drawn from a unit, will consist of a coherent set of learning outcomes, learning activities and assessment.
- 2.18 Each unit will have a unique set of unit learning outcomes mapped to the associated course learning outcomes, Curtin Graduate Capabilities, and AQF qualifications and levels.
- 2.19 Curriculum design for each unit will include assessment tasks that align with, and, evidence the achievement of the unit learning outcomes.

- 2.20 Units will be equivalent when delivered across multiple modes of delivery and/or locations, including Open Universities Australia (OUA).
- a) Units will have identical syllabi, titles, fields of education, credit values and unit learning outcomes.
 - b) Any prerequisites will be equivalent across unit offerings.
 - c) 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.
- 2.21 There will be no zero-credit point units in coursework courses, except where required for recording unique student study plan.
- 2.22 Thesis units of zero credit point value will only be offered in Higher Degree by Research courses.

Co-taught Units

- 2.23 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 where the foundational knowledge is equivalent for undergraduate and post graduate study required for entry to a profession (as determined under professional accreditation).

Specialisations

- 2.24 Specialisations consists of 100 credit points.
- a) In an undergraduate courses, a specialisation typically consists of:
 - i. at least 50 credit points at the 200 level; or
 - ii. at least 50 credit points at 300 level; and
 - iii. no elective units.
 - b) In postgraduate courses, a specialisation typically consists of:
 - i. at least 50 credit points at the 500 level; or
 - ii. at least 50 credit points at 600 level; and
 - iii. no elective units.
- 2.25 A single bachelor degree will typically contain maximum of two specialisations regardless of whether they are:
- a) a specialisation;
 - b) a complementary specialisation;
 - c) an extension specialisation;
 - d) a pre-master specialisation.

Streams

- 2.26 Streams are generally linked to courses or majors (but may be contained within other streams) and appear on a student's transcript, but not their testamur. Streams are not included in the award title for a course, unless they are an honours stream.

Single Majors

- 2.27 A single major in an undergraduate course will typically consist of 200 credit points and is a prescribed set of discipline-specific or multidisciplinary units.
- a) In 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 core units);
 - iv. a maximum of 50 credit points of units at first year level, and
 - v. at least two fully online units.

- b) A single major in a three year, Undergraduate Specialist Award 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 with 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

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

2.28.1 A defined Double major will have its own Major Code and Title.

2.29 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.

2.30 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.

2.31 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

2.32 The University may offer:

- a) Non Award Learning Opportunities that will be designed in line with the Non Award Learning Opportunities Procedure.
- b) Non-award Enabling Programs that lead to admission to a course of study at the University;
- c) English Language Intensive Courses for Overseas Students (ELICOS) 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;
- d) Enabling and Foundation Studies programs which are Non-award 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.
- e) Short courses identified as Higher Education Certificates which lead to, and are included in a specified AQF level Award. These are to comprise of 100 credits.

Undergraduate Award course specifications

2.33 Associate degrees will:

- a) be designed to meet the learning outcomes comparable with AQF Level 6 criteria and meet the course design requirements applicable to an Associate degree of the AQF;
- b) consist of 400 credit points of units over two years which may be structured as majors or specialisations; and
- c) contain 200 to 250 credit points at first year level; and
- d) only include units at sub-bachelor levels that will not undermine the integrity of any related bachelor degree course being delivered; and
- e) not contain enabling or bridging units or units that are "contribution exempt only".

2.34 Bachelor degrees will:

- a) be designed to meet the learning outcomes comparable with AQF Level 7 criteria and meet the course design requirements applicable to a Bachelor degree of the AQF;
- b) 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
- c) 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 course duration than required to complete those degrees independently.

2.35 Bachelor Honours degrees will:

- a) be designed to meet the learning outcomes comparable with AQF Level 8 criteria and the Bachelor Honours degree descriptor and meet the course design requirements and volume of learning applicable to a Bachelor Honours degree;
- b) make clear the relationship between the learning outcomes in the Level 8 criteria, the qualification type descriptor, and the discipline;
- c) 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;
- d) 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;
- e) identify the units which will be used to assess the class of Honours to be awarded to the student upon completion;
- f) 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; and
 - 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

2.36 Postgraduate courses, other than Graduate Entry Master and Extended Master degrees,

- a) will not include undergraduate units; and
- b) will not have more than 50 credit points of co-taught units.

Graduate Certificate and Graduate Diploma degrees

2.37 The learning outcomes of Graduate Certificate and Graduate Diploma degrees will be comparable with AQF Level 8 criteria and meet the course design requirements applicable to Graduate Certificate and Graduate Diploma degrees of the AQF.

2.38 Graduate Certificate and Graduate Diploma courses will typically be nested in a Master program, except for stackable Master degrees.

2.39 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.

2.40 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

- 2.41 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.
- 2.42 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)

- 2.43 The learning outcomes of a Master degree will be comparable with AQF Level 9 criteria and meet the course design requirements applicable to a Master degree of the AQF.
- 2.44 Curtin will offer four types of Master degrees: a Master degree, Graduate Entry Master degree, Stackable Master degree and a Master degree (Extended).
- 2.45 The volume of learning will reflect course learning outcomes, characteristics of students entering the program and professional accreditation requirements (where relevant).
 - a) Courses will be designed for students who meet the course entry requirement of either:
 - i. a Bachelor degree in a different field of study;
 - ii. a Bachelor degree in a related field of study;
 - iii. a Bachelor degree and a Graduate Certificate in a different field of study, or equivalent;
 - iv. a Bachelor degree and a Graduate Certificate/Graduate Diploma in a related field of study; or
 - v. an 800 credit point bachelor degree in a related field of study.
- 2.46 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.
- 2.47 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.
- 2.48 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 and/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.
- 2.49 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.
- 2.50 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.
- 2.51 A Graduate Entry Master degree (Coursework) is a specialist degree that will:
- a) prepare graduates for eligibility to practice in a regulated profession;
 - b) prepare graduates for professional practice and provide a pathway for further learning
 - 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 research- or practice-based project or capstone experience.

Master degrees (Research)

- 2.52 Master of Research and Master of Philosophy degrees will 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

- 2.53 Curtin offers Horizontal Double degree courses at the same AQF level.
- 2.54 The establishment of a Double degree in existing disciplines will be regarded as a new teaching development.
- 2.55 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.
- a) The organisation of units in the Double degree may allow completion of one degree before the second degree.
- 2.56 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.
- 2.57 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.
- 2.58 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.
- 2.59 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 management of ACR and CCR.
- a) Where one of the individual degrees in a Double degree structure is subject to professional accreditation, the owning area will be the school/area responsible for the accredited degree.

Horizontal Undergraduate Double Degrees

- 2.60 Bachelor Double degrees:
- a) will have a volume of learning at least one year of full time study beyond the length of the

- longest single degree;
 - b) will 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.
- 2.61 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.
- 2.62 Master Double degrees will:
- a) consist of at least 200 credit points per year of units that may be structured as majors and/or specialisations;
 - b) contain a minimum of 100 credit points at the 700 level of each Master degree;
 - c) have all units integrated and specified in the sequence in which they should be studied;
 - d) 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; and
 - e) 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:

- 2.63 Accelerated Bachelor Master degrees will consist of:
- a) a combination of a Bachelor degree or Bachelor Embedded Honours degree with a Master (Coursework) degree; 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.
- 2.64 The course design will include a pre-master specialisation in the Bachelor degree.
- 2.65 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

- 2.66 The learning outcomes of a Doctoral degree will be comparable with AQF Level 10 criteria and meet the course design requirements applicable to a Doctoral degree of the AQF.
- 2.67 A Curtin Doctoral (Research) degree:
- a) will have a structure consisting of a single doctoral thesis unit (0 credit points); and
 - b) may also include research methods or coursework units provided these do not exceed one third of the total course duration.
- 2.68 A Curtin Doctoral (Professional) degree will have:
- a) a structure consisting of theoretical coursework or advanced professional practice and a research component situated in a professional context;
 - b) the coursework component not exceeding one third of the total course duration.

Requirements to graduate

- 2.69 The design of Curtin Award courses will ensure that a student will be required to:
- a) 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
 - b) complete any other course requirements stipulated for the course in which the student is enrolled.

Exemption to this procedure

- 2.70 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.

- a) Requests will include a justification including reference to the requirements in the Course and Component Design Procedures, and an explanation of how the proposed exemption would allow a course design that is educationally sound, manageable, and sustainable which affords a quality student experience.
- b) Requests that are supported by the Head of School will be submitted to the Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) for consideration, together with the supporting justification.
- c) The Deputy Vice Chancellor Academic (or nominee) is responsible for determining all exemptions and having them recorded in the curriculum management system.

Monitoring and Quality Assurance

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

2.72 The Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee) will monitor and report compliance gaps and exemptions to Courses Committee, with recommendations for improvement, on an annual basis.

3. SCOPE OF PROCEDURES

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

4. DEFINITIONS

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

Refer to Schedule 1 of this manual for relevant definitions.

5. RELATED DOCUMENTS/LINKS/FORMS

Australian Qualifications Framework Second Edition January 2013

Australian National Standards for Foundation Programs

Malaysian Qualifications Framework

National Standards for ELICOS Programs, 2018

Admission and Enrolment Manual

Awards and Graduation Manual

Credit for Recognised Learning Policy

Credit for Recognised Learning Procedures

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 of Practice for Providers of Education and Training to Overseas Students 2018

Universal Design at Curtin

Volume of Learning: An Explanation

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic

Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1916	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2106	Effective 1 st April 2021

PC7: 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 (or nominee) is 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.
 - a) Each course will have a designated Course Coordinator whose name will be recorded against the relevant course in the student management system.
 - b) 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, including with staff at relevant Curtin campuses and third parties on matters related to the design and delivery of the course;
 - 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 inform academic decisions and 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.
 - a) 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.
 - i. 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.
 - b) Campus Unit Leads, in consultation with the Unit Coordinator, will manage and coordinate the delivery of units of study in specific locations.

- i. Campus Unit Leads may be delegated the co-assessor role and additional unit coordination responsibilities where appropriate.
 - c) The Unit Coordinator's name will be recorded in the student management system.
 - d) The Campus Unit Lead/s will be recorded in the student management system.
 - e) The Unit co-assessor's name will be recorded in the unit outline.
- 2.5 The Unit Coordinator is responsible for:
- a) ensuring staff within the unit 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 Course Coordinator and/or 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) monitoring student progression in the unit and 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 Process (AQP).

3. SCOPE OF PROCEDURES

All students, staff and associates involved in learning and teaching, and all Curtin courses at all locations and Curtin Campuses. 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](#)

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1917	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2107	Effective 1 st April 2021

PC8: COURSE REVIEW

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 All courses will be reviewed annually and five yearly. Suites of related undergraduate and postgraduate coursework degrees, including nested degrees, End-on Honours and recognised pathways, may be reviewed together where appropriate.
- 2.2 The Head of School/Area of the owning area, or in the case of Open Universities Australia (OUA) course offerings, the teaching organisation, will:
 - a) ensure Annual Unit Reviews (AUR), Annual Course Reviews (ACR) and Comprehensive Course Reviews (CCR) are completed in accordance with the approved schedule;
 - b) submit completed AUR, ACR and CCR reports and updates on the progress of Quality Improvement Plans (QIP) to the Faculty Dean Learning and Teaching for submission to Faculty and University Courses Committee(s); and
 - c) retain a record of completed review/s documentation and submit a copy the Curriculum Transformation Team, LITEC, for management and storage.
- 2.3 The Faculty Courses Committee will establish a Comprehensive Course Review Sub-committee to make recommendations to the Faculty Courses Committee regarding progress of reviews, outcomes and QIP matters arising from unit and course review activities.
- 2.4 The Deputy Vice-Chancellor, Academic (or nominee), upon recommendation of Courses Committee, will approve the final CCR 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 and international trends.
- 2.6 Upon recommendation from Courses Committee, the Deputy Vice-Chancellor (or nominee), Academic may review the CCR Terms of Reference annually and approve any required changes in light of strategic priorities and national trends.
- 2.7 The course review process will be stackable commencing with AUR, ACR and CCR as shown in the diagrammatic representation in figure 1. All other reviews (such as School and Area reviews), studies, market analysis, professional accreditation processes, bench marking exercises and external referencing, among others can be used to inform the quality assurance review/s of units and courses within the owning area.
- 2.8 Reviews are undertaken through a holistic stackable process of progressive and integrated annual and Comprehensive Course Reviews, informed by more frequent monitoring of the delivery of courses of study, including periodic reviews of units and annual review of student performance.
- 2.9 Regular interim monitoring informing and supporting Comprehensive Course Review is a legislative requirement under the Higher Education Standards Framework (2015), as a prerequisite to course review or (re-)accreditation.

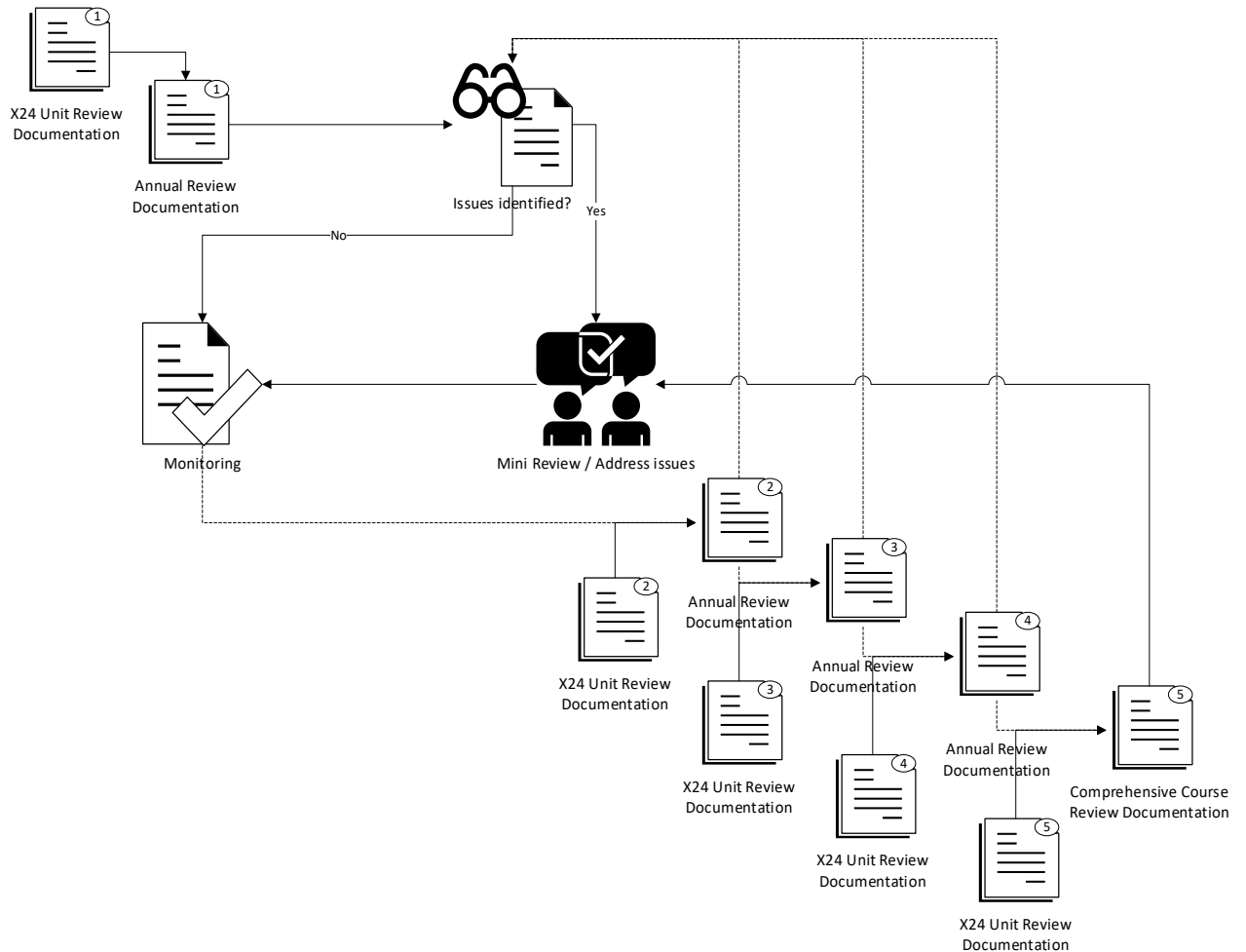


Figure 1: Stackable Course review process

2.10 The Standard Terms of Reference (Standard TOR) for course reviews of coursework and research based courses (and their affiliated study packages) sets out the matters to consider and report upon, which are:

- a) the alignment of the course(s) with the strategic priorities of the University;
- b) structure, content and methods of teaching of the course, in relation to the contemporary needs of students, graduates, industry and external stakeholders, and with reference to national and international standards;
- c) 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;
- d) the assurance of academic standards through external referencing;
- e) the quality of the course in relation to perceptions of students, graduates, prospective employers and professional bodies, First Nations Communities, and peers in Australian and International scholarly communities;
- f) student outcomes from the course, including (but not limited to) academic success, student satisfaction, progression, career and learning pathways, graduate employment, employer satisfaction, and with particular reference to graduate capabilities, equity and diversity in the student profile; and
- g) unit and course learning outcomes, including the extent of student achievement and the appropriateness of the method(s) of assessment.

2.11 In addition to the items above, the Standard TOR for course reviews will address the following as required:

- a) Courses with majors - relevance, effectiveness and student performance in current

- majors, and the individual and overall contribution to the parent course;
- b) Double degrees - scope and strategic relevance of Double degree offerings with the course(s) and of associated degrees such as advanced or specialist programs;
- c) Research degrees
 - i. The assessment of progression of the research of the student;
 - ii. Ensuring the outputs of the research conducted make an original contribution to the field and have appropriate academic insight;
 - iii. Meet requirements in respect of quality assurance, provider accountability, conduct and the provision of public information in collaborative research; and
 - iv. Meet requirements to safeguard integrity in all aspects of research, including research training and research undertaken with partners.

Annual Unit Reviews (AUR)

- 2.12 Aggregated AURs will inform the Annual Course Review, and be conducted annually.
- 2.13 Specifically, an AUR of all units in undergraduate and postgraduate coursework courses will be conducted in overview and then broken down by location and mode against the following dimensions:
 - a) orientation, equivalent opportunity, diversity and inclusivity;
 - b) monitoring and student progression;
 - c) assessment quality and moderation (pass rates, grade distribution, Assessment Quality Process (AQP), external referencing);
 - d) risk mitigation, evaluation and improvement required;
 - e) student load (viability; student enrolment numbers, participation rates and retention); and
 - f) student experience, engagement, participation and satisfaction.
- 2.14 The AUR process will facilitate interpretation of data and develop specific, measurable, achievable, realistic and timely actions and objectives within the context of ongoing innovation and quality improvement of the unit.
- 2.15 The AUR will result in a Quality Improvement Plan (QIP) which detail key actions, responsibilities and timelines to address recommendations/quality issues. The Unit Coordinator will be responsible for monitoring these and reporting to the Course Coordinator.
- 2.16 Course Coordinators will aggregate results of annual unit reviews and critically synthesize and interpret the data. The results will be utilised to inform the ACR and improvements to the course in a Quality Improvement Plan (QIP) that details key actions, responsibilities and timelines to address recommendations/quality issues, and be submitted to the School Director Learning and Teaching.

Annual Course Review (ACR)

- 2.17 ACR of all courses in undergraduate, postgraduate coursework courses, and HDR courses will be conducted in accordance to the Comprehensive Course Review Standard Terms of Reference.
- 2.18 ACR are to be a focused, evidence-based reflection on the quality of undergraduate and post graduate course(s) with reference made to the alignment with the University Strategic Plan, student demand and contextual information. In addition the ACR should address the following:
 - a) course demand, student load, retention rate, student satisfaction and graduate outcomes;
 - b) student enrolments (aggregated for nested courses), in majors and from international cohorts;
 - c) an interpretation of all data comprising the individual unit reviews;
 - d) a review of associated components, modes of delivery and locations;
 - e) academic standards and assurance of learning and teaching quality, including a review of assessment types and tuition/delivery patterns.

- 2.19 The outcome of the ACR should be a Quality Improvement Plan (QIP) where the ACR identifies the course which require aspects of key actions, responsibilities and timelines to address recommendations and issues in a timely manner.
- 2.20 Course(s) where the review identifies aspects of risk to the University (for example, low student enrolments, low student retention, lack of graduate employment opportunities and the like) will undertake a complete review. The recommendations of the QIP should include consideration of deactivating the course, major course changes or other changes to ensure improvements.
- 2.21 A Course Review team will complete the ACR of courses rated of at risk.
- 2.22 The Course Coordinator and Academic staff will complete the ACR of courses rated lower risk.
- 2.23 A Course Review team will complete the ACR of courses rated higher risk.
- 2.24 The Course Review Team will aggregate results of ACRs, critically synthesize and interpret the data, and utilise the results to inform the CCR.
- 2.25 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 CCR in the same year.
- 2.26 Courses that are approved for deactivation must undertake an ACR whilst students enrolled in the course and are completing in a transitional (teach out) phase.

Mid-cycle course review

- 2.27 Schools will review and report to Courses Committee the viability of all new courses, as part of the ACR, in the third year after the course commenced. The mid-cycle reviews will review the financial aspects that were included in the original Business Case for the course to see if these have been realised.
- 2.28 On completion of the mid-cycle course review, the Deputy Vice-Chancellor, Academic, on recommendation from Courses Committee, may approve the continuation of the course or scheduling of the course for CCR to immediately address the issues. The Courses Committee may also recommend the deactivation of the course to Academic Board.

Comprehensive Course Review (CCR)

- 2.29 The CCR process will be an in-depth, detailed, evidence-based, five-yearly review of courses. The CCR will align with professional accreditation and School Review processes where possible.
- 2.30 Upon recommendation from Courses Committee, the Deputy Vice-Chancellor, Academic may review the CCR Standard TOR annually and approve any required changes considering strategic priorities and national trends.
- 2.31 A CCR should be completed by a Course Review Team comprising of the Head of School (and/or Deputy), Director of Learning and Teaching, and relevant Academic staff with reference to a Course Advisory Board (CAB). The CAB will comprise; internal and external academic advisory members, industry stakeholders and industry professional advisors.
- 2.32 CCRs of all courses in undergraduate, postgraduate, research coursework courses will be conducted in accordance to the Comprehensive Course Review standard Terms of Reference. Additionally, the following requirements should also be addressed:
 - a) curriculum mapping including consideration of course structure and scaffolding of learning;
 - b) academic leadership, leadership systems, and directions;
 - c) staffing and academic profile;
 - d) academic judgement and award of credit;
 - e) scholarship and academic freedom;
 - f) academic leadership of learning and teaching;
 - g) external referencing; and

- h) academic influence, innovation and positioning.
- 2.33 Preparation of a final CCR includes a report, the template provided by the Learning Innovation and Teaching Excellence Centre (LITEC), of findings by self-review against the requirements above by the owning area or with courses in Curtin OUA by the teaching organisation.
- 2.34 All CCRs will be reviewed by Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) and summarily reported to Courses Committee against the requirements of the HESF, TEQSA, and AQF Levels and University Strategic Initiatives.

Monitoring and Quality Assurance

- 2.35 The Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) will report to Courses Committee, at least annually regarding:
- themes arising in, and progress and completion of AUR, ACR and CCRs against the approved schedule;
 - the progress and implementation of Quality Improvement Plans (QIP) (bi-annually), and
 - plans for improvement in course design, assurance of quality indicators and course review processes.

3. SCOPE OF PROCEDURES

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

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](#)
[Records and Information Management Procedures](#)
[Universal Design at Curtin](#)

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1918	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2108	Effective 1 st April 2021
	Approved	12/04/2022	Deputy Vice- Chancellor, Academic	EM2208	

PC9: ENGLISH LANGUAGE PROFICIENCY

1. 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 learning opportunities, assessment and feedback practices in effectively designed curriculum, which is supported by 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).
 - a) All students who have entered via alternative pathways, have interrupted their studies for more than two years or received Credit for Recognised Learning (CRL), 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.
 - a) Units that contain a post entry language assessment (PELA) task will be identified in the curriculum management system as PELA units.
 - b) Every course will have a core unit identified in the curriculum management system as a Designated ELP unit.
 - c) 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.
 - d) New to Curtin students will not receive Credit for Recognised Learning (CRL) 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:
 - a) further Post-Entry Language Assessment (PELA);
 - b) undergraduate and postgraduate coursework students: recommended or required attendance in an additional English-language support program that will be delivered in face-to-face and/or online environments;
 - c) higher Degree by Research students: recommended or required attendance in an additional English-language support program that will be delivered in face-to-face and/or online environments; or
 - d) other self-directed support programs as appropriate.
- 2.7 The Faculty Director/Manager Student Engagement/Director of the Centre for Aboriginal Studies (CAS)/ Dean Graduate Research School will determine:
 - a) if PELA will be required for all students regardless of performance on PELT; and/or

- b) 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 Higher Degree by Research students who do not complete 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.
- 2.9 Undergraduate and postgraduate coursework students who pass all assessments in their PELA unit but receive a 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

- 2.10 The Deputy Vice-Chancellor, Academic (or nominee) will ensure PELT raw data (scores and text) are retained in a university database and kept in accordance with the Western Australian University Sector Disposal Authority (WAUSDA).
- 2.11 The Director/Manager 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) annual reporting to Faculty Learning and Teaching Committee/Research Committee on the outcomes and impact of PELA and/or the appropriate additional English-language support programs.
- 2.12 The Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee) will monitor and report annually to Learning and Student Experience 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 courses at all locations and Curtin Campuses.

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 and Component Design Procedure](#)

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

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1919	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2109	Effective 1 st April 2021

PC10: 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 is a recognised approved exit point from a 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:
 - a) has completed all course requirements for the relevant Intermediate or Exit Award;
 - b) 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 Procedures*;
 - c) is not enrolled in a Double degree (refer to *Degree by Incorporation Procedure, Admissions and Enrolment Policy and Procedures*);
 - d) has no sanction for misconduct or outstanding debt to the University; and
 - e) 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:
 - a) For an Exit Award, the student has experienced or is experiencing 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
 - b) For an Exit Award the student is in good academic standing but is unable to complete the requirements 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
 - c) it is determined that the granting of the Intermediate or Exit Award is in the best interests 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 Exit Awards and 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 courses at all locations and Curtin Campuses.

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 Policy](#)

[Credit for Recognised Learning Procedures](#)

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

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
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New	Approved	01/07/2019	Deputy Vice-Chancellor, Academic	EM1920	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2110	Effective 1 st April 2021

PC11: 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 of courses involving languages other than English (LOTE) will follow the *Course and Component Approval Procedure* and will also require the following:
 - a) 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;
 - b) 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;
 - c) 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
 - d) 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 Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) 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 courses at all locations and Curtin Campuses.

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

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1921	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2111	Effective 1 st April 2021

PC12: 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 Risk; Compliance & Audit, Director People and Culture and the Academic Registrar (or nominee) may access learning analytics data in support of investigations.

Monitoring

- 2.10 The Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee) will monitor and report annually to Learning and Student Experience 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 courses at all locations and Curtin Campuses.

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

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1922	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2112	Effective 1 st April 2021

PC13: LEARNING RESOURCES

1. COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy

Graduate Capabilities Policy

2. PROCEDURAL DETAILS

Learning Management System

2.1 Every unit will have an online presence in Learning Management Systems (LMS), 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;
- c) ensure that teaching materials respect the local culture(s) where the unit is being delivered, and abide by local laws and regulations. Where unclear of local cultures and laws, or where adaptation to align therewith may introduce conflict with Curtin Values, Unit Learning Outcomes or Course Learning Outcomes, Unit Coordinators should consult with their Faculty Dean Learning and Teaching, or the Deputy Vice-Chancellor Global; and
- d) 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 principle learning resource/s 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 LMS, 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 courses at all locations and Curtin Campuses.

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](#)

[Reading Lists \(assets.library.curtin.edu.au/infolit/reading-lists\)](#)

[Unit Outline Procedures](#)

[Universal Design at Curtin](#)

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2026

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1923	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2113	Effective 1 st April 2021
	Approved	10/01/2023	Deputy Vice- Chancellor, Academic	EM2301	

PC14: 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.
- Formal Non Award Learning Opportunities afford entry to, or potential formal credit towards, particular Curtin Award qualifications;
 - Informal Non Award Learning Opportunities do not require completion of assessment and may 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:
- have a sound educational design and align with Graduate Capabilities;
 - for the most part be derived from existing approved courses and units;
 - evidence achievement of specified learning outcomes;
 - be assigned notional credit point values in either 2.5, 5 or 12.5 credit point increments; and
 - 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:
- nanocredentials awarded for successful completion of 2.5, 5, 10, 12.5, 15 or 20 credit points of study;
 - microcredentials awarded for successful completion of 25 credit points of study;
 - 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 learning management system/s 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:
- Satisfactorily completes an informal Non Award Learning Opportunity will be issued with a printed Certificate of Participation;
 - 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 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 Certificates Procedure in the Awards and Graduations policy and procedures.

Monitoring and Quality Assurance

- 2.13 The Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) 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 courses at all locations and Curtin Campuses.

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 Policy](#)

[Credit for Recognised Learning Procedures](#)

[Statute No. 10 – Student Disciplinary Statute and associated Rules](#)

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

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice-Chancellor, Academic	EM1924	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2114	Effective 1 st April 2021

PC15: PEER REVIEW OF EDUCATIONAL PRACTICE (PREP)

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 (PREP).
- 2.2. The opportunity or recommendation to undertake peer review of educational practice will be included in the annual Performance and Career Planning Process.
- 2.3. PREP opportunities will comprise:
 - (a) Formative PREP which involves a variety of approved collegial developmental activities that provides shared opportunities to enhance teaching. The outcomes from this will be used for development of teaching practice and as evidence of effective teaching practice; and
 - (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 receive training prior to conducting PREP and receive certification that acknowledges their training and approval as a reviewer.
 - (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 and recorded with the Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee).
- 2.6. Learning Innovation and Teaching Excellence Centre (LITEC) will be responsible for:
 - (a) development and dissemination of appropriate PREP guidelines; and
 - (b) professional development for participants (reviewees) and reviewers in collaboration with Faculties;
 - (c) certification of trained PREP reviewers;
 - (d) maintaining a register of certified 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 staff in a teaching role have opportunities to engage in PREP;
 - (b) incorporating PREP in the annual Performance and Career Planning Process as a teaching-related duty; and
 - (c) monitoring academic staff completion of PREP and the workload for peer reviewers.
- 2.8. Staff in a teaching role will be responsible for:
 - (a) reflecting on and developing their teaching in accordance with the Academic Capability Framework;
 - (b) completing PREP (either formative or summative), in accordance with this procedure, at least once every three years to inform their educational practice as per the

Academic Promotions Procedures ; and

- (c) completing summative PREP as a mandatory element of applications for promotion from 2021 onwards as per the Academic Promotions Procedures.

Monitoring and Quality Assurance

2.9 The Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) will report annually to the Learning and Student Experience Committee and the Courses Committee on the outcomes, quality and plans for improvements to the PREP.

3. SCOPE OF PROCEDURES

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

4. DEFINITIONS

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

Nil

5. RELATED DOCUMENTS/LINKS/FORMS

[Academic Capability Framework](#)

[Curtin University Academic, Professional and General Staff Enterprise Agreement 2012 – 2016](#)

[Higher Degree by Research \(HDR\) Supervision Policy](#)

[Higher Degree by Research \(HDR\) Supervision Procedures](#)

[Peer Review of Educational Practice. Guidelines for staff](#)

[Peer Review of Educational Practice. Guidelines for Summative Peer Reviewers](#)

[Professional Development in Tertiary Teaching for Teaching Staff Policy](#)

[Staff Performance and Development Policy](#)

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1925	Effective 10 th February 2020
	Amended	11/07/2019	Deputy Vice- Chancellor, Academic	EM1941	Unconditional, Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2115	Effective 1 st April 2021

PC16: 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 and/or Professional Recognition 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 Professional Accreditation and/or Professional Recognition are recorded within Curtin systems at course level as follows:
 - a) Professional Accreditation refers to the recognition of a course by a professional or industry body as meeting specific accreditation standards as set by the body. This may be applied to either legally regulated or unregulated professions, and may be associated with Professional Recognition of graduates.
 - b) Professional Recognition refers to the recognition of graduates of a course by a professional or industry body as qualified for registration or practice in a profession. This may be applied to either legally regulated or unregulated professions.
- 2.2 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.
- 2.3 New or existing courses for which associated professional accreditation is sought will be approved in accordance with the *Course and Component Approval* procedure before submission to a professional accreditation agency.
- 2.4 Equivalent courses, combined courses and courses that are part of a suite of nested courses will be accredited together by the professional body whenever possible and where appropriate.

Ongoing activities in relation to accreditation

- 2.5 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

- 2.6 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 concern with the University's ability to meet any requirements of the accrediting body, the matter will be escalated to the Faculty Pro Vice-Chancellor.
- 2.7 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 and where appropriate.
- 2.8 The curriculum management system will hold data related to the professional accreditation/professional recognition of Curtin courses, including the professional organisation, accreditation and/or recognition type and status, date of initial accreditation and expiry of current accreditation.
 - a) The curriculum management system will hold data related to the other industry associations to Curtin courses, including the professional organisation, association type, date association applies from and expiry date of association.
 - b) The curriculum management system data will be updated when changes are made to course accreditation, professional recognition or industry associations. The information will be verified by the Head of School/Area (or nominee) annually prior to Courses Committee annual reporting, and updated administratively as required.

- 2.9 The Head of School/Area (or nominee) will advise the Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee) on an annual basis, or as otherwise requested by Courses Committee of:
- the professional accreditation status of all courses in the school/area;
 - any changes in University policy or procedures that may impact upon the accreditation of courses;
 - reports of any ongoing accreditation monitoring and reporting outcomes;
 - progress against post-accreditation Quality Improvement Plans for course development or improvement; and
 - an annual schedule for professional (re)accreditation of all courses offered by the school/area.

Monitoring

- 2.10 The Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) 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 courses at all locations and Curtin Campuses.

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

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1926	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2116	Effective 1 st April 2021

PC17: 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 a 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 Heads of School of both the providing and the client 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 CCRs.
- 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 courses at all locations and Curtin Campuses.

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

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1927	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2117	Effective 1 st April 2021

PC18: 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 experience 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.
 - a) 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.
 - b) 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 reviews, school reviews; and
 - d) identify areas of an individual's educational practice for improvement when conducting annual Performance and Career Planning processes.
- 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, Standards and Compliance Services; 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 determined by the Learning and Student Experience 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, or in the case of Open Universities Australia (OUA) course offerings, the Head teaching organisation.

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 Unit Outlines in the following unit availability.
- 2.14 The Chief Strategy Officer (or nominee) will be responsible for:
- 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;
 - managing the survey data collection process;
 - providing teaching organisation with regular updates on response rates during the evaluation process;
 - reporting institutional response rates and data to all stakeholders including staff, students and the general public; and
 - 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 Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee) will be responsible for:
- supporting the student evaluation processes through the provision of guidelines, professional learning and support for University staff;
 - ad hoc analysis and interpretation of student evaluation outcomes by course, location and mode of delivery and routine validation exercises;
 - monitoring and communicating student evaluation outcomes to the Learning and Student Experience Committee on at least an annual basis; and
 - 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 at all locations and Curtin Campuses.

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](#)

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM19128	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2118	Effective 1 st April 2021

PC19: 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 (or in the case of Curtin OUA, teaching organisation) 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:
 - a) relevant details for Unit Coordinator, Campus Unit Coordinators, Co-assessor and relevant teaching staff;
 - b) approved unit details drawn directly from the relevant university system(s);
 - c) 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 Learning Innovation and Teaching Excellence Centre (LITEC) and approved by the Deputy Vice-Chancellor, Academic (or nominee);
 - d) an Acknowledgment of Country or an appropriate statement acknowledging relevant First Nations peoples in offshore locations hosting Curtin campuses (if applicable); and
 - e) explicit links between the Unit 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:
 - a) any essential or inherent requirements (e.g. the attainment of a first aid certificate, ability to obtain a Working with Children Check, physical abilities) and requirements for participation in a specific activity (e.g. fieldwork) necessary for successful completion of the unit;
 - b) details of each assessment task including the nature and extent of the work, the specified timeframe for the work (e.g. the assessment event date/time or the submission due date/time), the duration of any examinations, the process and criteria used to assess the work and the moderation strategy/strategies;
 - c) details of any hurdle requirements specific to the unit, the particular nature of the requirement and the consequences of failing to meet that requirement;
 - d) instructions on how to submit assessable work as appropriate to the type of submission and number of submissions possible;
 - e) legislative and procedural requirements, travel and costs related to Work Integrated Learning (WIL) activities;
 - f) any variation in requirements relevant to specific cohorts or transnational delivery;
 - g) the nature, location and total hours expected of students undertaking off-campus WIL learning activities or placements;
 - h) any approved incidental student fees or charges required to be paid by the student or details of where this information is available;
 - i) information on the preparation of assessable work, academic integrity Guidelines and the referencing style appropriate to the discipline;
 - j) any essential and recommended learning resources;
 - k) timeframes at the end of the study period where eligible students will need to be available to undertake assessment extensions and further assessments if required;

- l) information regarding expectations in relation to timelines for responses to interactions with teaching staff (e.g. queries, feedback on assessment etc.);
 - m) specific requirements for what facilitates a pass for the unit; and
 - n) 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:
- a) Late assessments not being permitted;
 - b) Assessment extensions not being permitted; and
 - c) Further assessments not being permitted.
- 2.6 Unit Outlines will provide students the following specific information about learning resources, where applicable:
- a) a statement regarding the use of learning analytics relating to a student's engagement in their unit of study;
 - b) if a specific edition of a learning resource is required or if a prior edition will suffice;
 - c) if library reading lists (subject to copyright legislation) are available as an alternate to purchasing the text; and
 - d) if the learning resource is to be used in several units, students should be advised which other units the resource is used.
- 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:
- a) 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 the Learning Innovation and Teaching Excellence Centre (LITEC) and approved by the Deputy Vice-Chancellor, Academic (or nominee);
 - b) relevant details of the teaching staff;
 - c) learning outcomes and their relation to assessment;
 - d) 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;
 - e) details of any hurdle requirements specific to the unit, the particular nature of the requirement and the consequences of failing to meet that requirement;
 - f) instructions on how to submit assessable work as appropriate to the type of submission and number of submissions possible;
 - g) information on the preparation of assessable work, academic integrity Guidelines and the referencing style appropriate to the discipline;
 - h) information regarding expectations in relation to timelines for responses to interactions with teaching staff (e.g. queries, feedback on assessment etc.) and
 - i) relevant learning resources.
- 2.8 The Unit Coordinator will ensure the accuracy and completeness of any unit-specific information and 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 courses at all locations and Curtin Campuses.

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 Policy](#)

[Learning Analytics Procedures](#)

[Learning Resources Procedures](#)

[Management of Academic Integrity Warnings for New-to-Curtin Students Procedures](#)

[Non Award Learning Opportunities Procedure](#)

[Universal Design at Curtin](#)

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1929	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2119	Effective 1 st April 2021

PC20: WORK INTEGRATED LEARNING

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy

Graduate Capabilities Policy

Strategic Plan Theme: Learning and Student Experience

2. PROCEDURAL DETAILS

- 2.1 Work Integrated Learning (WIL) in Curtin courses will integrate theory with the practice of work through arranged curricular and co-curricular activities to enhance student learning, career development and work readiness/employability in support of students' demonstrated achievement of the Curtin Graduate Capabilities.
- 2.2 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) Evaluating WIL practices and activities 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 (or in the case of Open Universities Australia (OUA) course offerings, the Head teaching organisation), in consultation with the relevant Pro Vice-Chancellor of a Global 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) Global Curtin 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 Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee) will monitor and report annually to Learning and Student Experience 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 courses at all locations and Curtin Campuses.

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](#)

[Fieldwork Procedures](#)

[Health, Safety and Emergency Management - Risk Assessments](#)

[National WIL Strategy](#)

[Universal Design at Curtin](#)

Policy Compliance Officer	Barbara Whelan , Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1 st April 2024

REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes
New	Approved	01/07/2019	Deputy Vice- Chancellor, Academic	EM1930	Effective 10 th February 2020
	Approved	09/03/2021	Deputy Vice- Chancellor, Academic	EM2120	Effective 1 st April 2021

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 Assurance Manual*, the Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) 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.

Academic integrity

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.

Accelerated Bachelor Master

A vertical Double degree course which when successfully completed qualifies the student for a bachelor/bachelor honours award and a master award from Curtin.

Administrative purposes

Refers to editorial changes to correct administration, grammatical and typographical errors to text that do not change the intent of the original text, in course, component, units and module approval documentation.

Alternate core component or unit

A specified alternate that, for specific students or cohorts, should be completed instead of the listed core unit/component to successfully complete the course and graduate.

Annual Course Review

The annual monitoring of a course with regard to the student profile, learning and teaching quality, resources and market responsiveness to identify and implement initiatives for enhancement of the course.

Availability

Indicates the location, study period and attendance mode, and is used to manage the fee basis on which a unit or course is offered.

Award

The result of a completed 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 certificates as defined by the Australian Qualification Framework.

Blended unit

Where student engagement with learning and teaching activities in conjunction with online components and activities is conducted. This involves a combination of learning which may include face-to-face, online, directed self-learning in the tuition pattern.

Bridging courses

A structured combination of units approved by the Academic Board which does not qualify the student for an award, but when completed qualifies the student to undertake an award course.

Bridging Unit

A unit of study designed to provide students with the required level of skills and knowledge necessary to undertake further studies at AQF level 6 or higher.

Business case

A document that provides justification for a proposed new course which includes rationale, predicted student numbers, costs and revenue among other matters.

Campus Unit Leads

Refers to a coordinator for a unit outside of Curtin Perth, where appropriate.

Capstone unit

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.

Client

A recipient School where service teaching is provided.

Co-assessor

The role of the Co-assessor is to assist the Unit Coordinator to ensure that appropriate assessment practices are being executed within the unit. The Co-assessor role supports the collegial management of the course curriculum by facilitating dialogue about assessment design and constructive alignment with unit and course learning outcomes.

Co-taught units

Units taught across AQF levels and have a common syllabus and learning activities shared with another each other, however each unit has a different Study Package Code and different learning outcomes and assessments in recognition of the different AQF levels the units are taught in.

Collaborative Awards

A structured combination of units which are delivered with the collaboration of other higher education institutions and approved by Academic Board. When completed, this course will qualify students for an award of a Curtin degree for which typically the testamur reflects the collaborative development and delivery of the education program.

Complementary specialisation

A component of a course that comprises at least two core units (including alternate core units) and no elective units drawn from a major or theme area other than the major area of study.

Components of a course

Structured combinations of units within a broader course structure that identify pathways, discipline areas and/or areas of specialisation. Components can be referred to as majors, minors, streams, specialisations and the like.

Comprehensive course

A structured combination of units arranged as majors that are selectable by students. The majors and units are approved by Academic Board and when completed, the course leads to an award from Curtin recognising the student's choice of major(s) from diverse disciplines.

Comprehensive Course Reviews (CCR)

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

Core unit

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

Course

A structured combination of units approved by Academic Board, used to admit students into Curtin University and may lead to a formal award upon completion.

Course Advisory Board (CAB)

An advisory board established prior to the CCR, by the Course Review Team comprising internal and external academic advisory members, industry stakeholders and industry professional advisors.

Courses Committee

A standing committee of the Academic Board; which is responsible for assisting the Academic Board in performing its functions with respect to courses, as described the Academic Board Constitution.

Course Design

Defined structurally as the content, duration and sequencing of the elements (units) of a course of study and includes entry requirements and pathways, the nature of the content, the expected learning outcomes, their sequence of attainment and assessment, and professional accreditation if required.

Course Development and Approval Schedule

A document that 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 Faculty and Courses Committee.

Course rationale

An evidence-based explanation that demonstrates the commitment to the systematic advancement and dissemination of knowledge and may be backed by authoritative educational research. It may include a rationale for Admission requirements; Course design and objectives; Learning outcomes, Sequence of learning, Assessment and AQF Alignment; Information to students; Skills and graduate capabilities; mode of delivery; Work Integrated Learning (WIL); Graduate outcomes and employment opportunities; and Professional Accreditation, among other things.

Course requirements

Mandatory requirements applicable to all student at the university. Requirements include both compliance that relates to policies, procedures and regulations as well as the mandatory requirements associated with the course of study.

Course Review

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

Course Review Team

A team that comprise of the Course Coordinator and three academic staff involved in teaching the course(s); and for CCR will involve the Discipline lead, Course Coordinator and all staff teaching the course(s) to systematically consider all aspects of the course as required by the HESF.

Course Review sub-committee

Comprises of a minimum of five members, including the Dean Learning and Teaching (Chair), Deputy Pro Vice-Chancellor, General Manager, Director/Manager Student Engagement, and the Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC) (or nominee) to consider all aspects of the course to determine whether the course will be reviewed or deactivated.

Credit for Recognised Learning (CRL)

The value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification.

Discipline

A defined branch of study or learning, for example Fine Art.

Double major

Refers to the completion of two discipline /thematic majors within a comprehensive award course. Double majors may be defined or flexible. Defined Double Major refers to a structured combination of units that specifies both double majors leading to the award.

Double Degree Course

A structured combination of units approved by Academic Board which when completed leads to two distinct awards.

Dual award

Involves one or more courses of study (at the same or sequential AQF levels) that leads to the award of two separate qualifications. Double degree courses and some collaborative awards lead to a dual award. Where the course involves an arrangement between two registered higher education providers, one of the qualifications is typically conferred by each provider.

Elective Unit

A unit of study not specified in the course structure, and freely chosen by the student.

Embedded Honours

A course of study to develop research skills and knowledge embedded throughout the course.

Employability

The ability to find, create and sustain meaningful work and learning across the career lifespan.

Enabling Course

A structured combination of one or more units of study approved by Academic Board, which does not lead to a formal award upon completion. Enabling courses are 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.

End-on Honours

A separate and addition year of study following the completion of a bachelor degree. End-on Honours courses will consist of 200 credits and not contain any level 100, 200 or 300 units.

English Language Instruction Course for Overseas Students (ELICOS)

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 (ELP)

The ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their course of study (as per TEQSA glossary terms).

Entire Course Honours

An Honours Degree that comprises 800 credit points, with 100 credits of advanced coursework in the final year.

Extension Specialisation

A component that comprises of four (additional) units from the discipline major of study, but not contained within the major.

Exit Award

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 designated exit award.

External Referencing

A process through which a higher education provider compares an aspect of its operations with an external comparator(s) e.g. comparing the design of a course of study and/or student achievement of learning outcomes with that of a course from another provider (Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework)).

Fieldwork

Any approved practical work, teaching, study, volunteer or research activity, usually conducted outside the normal place of University business. Fieldwork may be an integral part of a course (curricula) or a co-curricular activity organised by the University. 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; 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; paid employment or unpaid work experience; and site visits.

Field of Education (FOE)

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

Foundation Course

A type of approved, non-award enabling course that is designed to prepare and enable students to undertake a course leading to a higher education award. While enabling courses generally act as an entry point to a bachelor degree, foundation courses may also enable students who have completed their undergraduate degree within a different field to complete essential pre requisite undergraduate level units for entry into approved postgraduate courses.

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.

Foundation Unit

Part of a foundation course and is a unit designed to provide students with the required level of skills and knowledge necessary to qualify for admission to undergraduate courses or post graduate courses

Fully On-campus unit

A unit that sees student engagement with learning and teaching activities is required by attendance face to face on-campus or at partner institutions/campuses on a regular or scheduled basis.

Fully Online unit

A unit that sees student engagement with learning and teaching activities and resources that occurs online with no expectations or requirements for attendance on-campus.. Students may be required to attend professional, work or industry placements..

Graduate Capabilities

The defining characteristics of all Curtin graduates and as outlined in the Graduate Capabilities Policy.

Horizontal Double degree courses

Double degree courses that lead to a pair of degrees at an equivalent AQF level, for example a bachelor/bachelor.

Inherent Requirements

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.

Intermediate award

An approved exit point from typically 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").

Joint award

See **Collaborative Award Course** (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

The measurement, collection, analysis and reporting of data about students and teachers and learning contexts.

Macrocredentials

A means of evidencing informal learning, formal learning achievements or competence and refers to a short period of study/learning to facilitate entry into a course.

Major

An approved course component that identifies one or more discipline areas and develops depth of expertise in

a field of study. Majors are included on the transcript and testamur for graduates.

Microcredential

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

Minor

An approved course component that identifies a discipline area and develops expertise in a field of study. Minors are included on the transcript, but not the testamur for graduates.

Mixed Modes

A method of study that refers to the provision of education services in part by online education and in part by face-to-face teaching.

Mode(s) of delivery

Refers to the "Attendance Mode" of an "Availability" of a course or unit (refer to the definition of "Availability").

Module

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.

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 2.5, 5, 10, 12.5, 15 or 20 credit point curriculum components.

Nano unit

A Nano unit is a Non Award learning opportunity (NALO) and not an award in itself, but can lead to award if accumulated.

Nested Suite of Courses

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. A nested course is often available as an Intermediate Award.

New Course Concept Plan (Concept Proposal)

Documentation submitted to Senior Executive Team (SET) outlining the rationale for a new course. This document would be presented and approved before a Business Case for the proposed course is developed.

New-to-Curtin Staff

Are defined as those who have been working with Curtin University in a teaching role for fewer than two years.

New-to-Curtin Student

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. Refer to the "Management of Academic Integrity Warnings for New to Curtin Students Procedure" for more information.

Non Award Learning Opportunities

Learning opportunities offered by Curtin University. NALOs are either Formal Non Award Learning Opportunities, which afford entry to, or potential formal credit towards, particular Curtin Award qualifications, or Informal Non Award Learning Opportunities, which do not require completion of assessment and may not afford the potential for formal credit towards particular Curtin award qualifications.

Not for Degree (extension) studies.

Units that are offered as individual units under the liability category of "not for degree" but may be later credited to an award course.

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Optional Unit

A unit chosen by the student from a specified list within the course structure.

Owning Area

The school or area which has been assigned ownership of a course, component or unit in Curtin systems. Ownership does not necessarily align with teaching responsibility or fee disbursement.

Partially Online Internal

Refers to a portion of the learning being delivered online together with the face to face delivered component.

Peer Review of Education Practice Reviewer

PREP Reviewers are certified via training to review and mentor peers in their educational practice.

Postgraduate Course

A structured combination of units approved by Academic Board, which when completed leads to an award at AQF Level 8 or higher (other than honours). Postgraduate courses are typically 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.

Post-entry language assessment (PELA)

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.

Post-entry language task (PELT)

A validated diagnostic assessment conducted as a means of determining a student's level of English language proficiency.

Pre-masters Specialisation

A component that 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.

Pre-requisite unit

Upon completion, students will have demonstrated foundational knowledge and skills that are essential for academic success in later specified units of study.

Professional Accreditation

The recognition of a course by a professional or industry body external to the university as meeting specific accreditation standards as set by the body. Professional accreditation may be applied to either legally regulated (de Jure accreditation) or unregulated (de Facto accreditation) professions. Recognition in an industry or profession can be granted at a course level (course accreditation) or a graduate level (professional recognition).

Professional learning

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 University's learning and teaching strategic direction.

Professional Recognition

The recognition of graduates of a course by a professional or industry body as qualified for registration or practice in a profession. As with professional accreditation, this may be applied to either legally regulated (de Jure recognition) or unregulated (de Facto recognition) professions.

Pro Vice-Chancellor Global Campus

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.

Provider

An area providing input into a service taught unit, which may be a mixture of discipline expertise and teaching.

Provider University

A University delivering that University's courses through Open Universities Australia (OUA).

Reading List

A list of additional reading materials that may provide different aspects of the syllabus that assist students in completing assignments.

Research integrity

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).

Service Teaching

Any arrangement for the design and/or provision of part of a unit or units to students from a different Faculty, school, 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 course. Courses that are core to the disciplines that constitute a Double degree are not service taught courses.

School/Area

For the purpose of this document, means a Faculty, school, enrolling area, centre or teaching organisation.

Specialisation

An approved course component that extends, broadens or complements major discipline studies or relevant to student interests. Specialisations consist of a minimum of 100 credits with no electives.

Specialist award course

A structured combination of units approved by Academic Board where students are not given a choice of majors within the discipline area. Students develop a body of knowledge and skills leading to practice in a specific professional field, and specialist courses are typically subject to external professional accreditation processes.

Staff in a teaching 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, or through distributed learning. Staff are suitably qualified for a teaching 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.

Standalone elective

A unit that has no prerequisite or co-requisite units and is open to study by all students.

Streams

A component that is generally linked to a course or major (but may be contained within other streams) and appear on a student's transcript, but not their testamur. Streams are not included in the award title for a course, unless they are an honours stream.

Suitably qualified

Staff that 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, and as required by AQF to teach at that level.

Teaching delivery

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 face to face.

Teaching-related duties

Duties that 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.

Teaching Evaluation Reports (TER)

Provide percentage agreement with quantitative items and verbatim student responses from qualitative items in the teaching evaluation survey.

Teaching Evaluation Survey (TES)

Validated institutional survey that ask students to report on aspects of teaching performance.

Teaching Organisation

The Teaching Responsibility for a study package. A Study Package may have multiple areas that contribute to the total Teaching Responsibility. Where multiple Teaching Organisations exist, Curtin systems records the percentage of teaching each area provides.

Technology Enhanced Learning (TEL)

Any learning that occurs through the application of electronic communications and computer-based educational technology, combined with pedagogical principles and practices that are applicable to and tailored for this purpose.

Thesis Unit

A study package that is able to be enrolled in that identifies a discrete research area within a research course or structured component.

Transition Plans or Transitional Arrangements

Strategies and plans developed by the teaching organisation to manage student progression where changes to curriculum structures have occurred and impact students. Such plans include teach out arrangements following deactivation of courses, components, and units.

Unit

A study package that is able to be enrolled in that identifies a discrete package of learning either studied independently or within a course or structured component.

Volume of Learning

A dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor of the AQF to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is typically expressed in equivalent full-time years.

Work Integrated Learning (WIL)

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 (Effective 16 June 2022)

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

Level 1 – School Level Changes		
Approval Pathway - Head of School (or nominee)		Final Approval - Director Learning and Teaching
Study Package Type	Change	Change to.
Course / Components	Non-Award Learning Opportunity	Informal Non-Award Learning Opportunity – creation or deactivation (does not lead to formal credit)
Course / Components	Structure	Add/Remove existing units in an option list
Course / Components	Structure	Move unit into a different study period within the same year level.
Course / Components	Structure	Structure Notes
Course / Components	Text	Text: Additional Expenses
Course / Components	Text	Text: Career Opportunities
Course / Components	Text	Text: Completion Details
Course / Components	Text	Text: Credit for Recognised Learning
Course / Components	Text	Text: Entry / Completion Note / Course Switcher Criteria
Course / Components	Text	Text: Overview
Course / Components	Text	Text: Overview note
Course / Components	Text	Text: Text not elsewhere classified as determined by Curriculum Transformation
Course	Entry Requirements	Changes to IELTS after approval from Academic Board via UAC & Academic Services
Course	Text	Text: Course Accreditation / Course Accreditation Status / Professional Recognition
Unit	Assessment	Assessments / Assessment Result Type
Unit	Delivery	Attendance Mode that does not affect CRICOS or Web Data Collector (WDC)
Unit	Delivery	Learning Outcomes
Unit	Delivery	Tuition Pattern
Unit	Delivery	Work Integrated Learning
Unit	Structure	Requisites
Unit	Text	Additional Requisite Information (not published)
Unit	Text	Additional Tuition Pattern Information
Unit	Text	Further Information

Unit	Text	Syllabus
Unit	Title	Title of unit

Level 2 – Faculty Level Changes		
Approval Pathway - Faculty Courses Committee		Final Approval - Faculty Dean, Learning and Teaching
Study Package Type	Change	Change to.
All	Delivery	Owning Area / Teaching Responsibility
Course / Components	Delivery	Learning Outcomes - Course/Major
Course / Components	Structure	Add / Remove existing units in an alternate core list
Course / Components	Structure	Change in duration that does not affect total course credit points NOTE: If course is CRICOS registered this will be a Central change
Course / Components	Structure	Service Teaching Arrangements
Course / Components	Structure	Structural change that is less than one-third of the credit points and does not involve units moving years
Course / Components	Structure	Structure change to add / remove <i>existing</i> Specialisation / Minor / Stream (that does not impact awards)
Components	Title	Title - Specialisation / Stream / Minor
Unit		All changes to units after its initial approval and before first delivery.

Level 3 – Central Level Changes		
Approval Pathway - Faculty Courses Committee; Courses Committee		Final Approval - Deputy Vice-Chancellor, Academic
Study Package Type	Change	Change to.
Course / Components	Delivery	New, Variation to or discontinuation of CRICOS code
Course / Components	Entry Requirements	Change an existing exit / intermediate award to allow entry
Course / Components	Non-Award Learning Opportunity	Addition of formal Non-Award Learning Opportunity as course requirement
Course / Components	Non-Award Learning Opportunity	Creation of a new formal Non-Award Learning Opportunity
Course / Components	Structure	Structure change to add <i>new</i> Specialisation / Minor / Stream
Course / Components	Structure	Structure change to add/remove Major
Course / Components	Structure	Structure change to more than one-third of the credit points OR other significant changes (includes units moving years) (transition plan required)
Course / Components	Text	Changes to Course Entry Requirements (Prerequisite Requirements)
Course / Components	Text	Changes to Inherent Requirements
Components	Deactivation	Deactivation – Major / Stream / Specialisation / Minors
Components	New	Creation of New Majors / Streams/ Specialisations / Minors

Components	Reactivation	Reactivation - Components
Components	Title	Title of Major
Unit	Deactivation	Deactivation
Unit	New	Creation of new unit
Unit	Reactivation	Reactivation - Unit

Level 4 – Central Level Changes		
Approval Pathway - Faculty Courses Committee; Courses Committee		Final Approval - Academic Board
Study Package Type	Change	Change to.
All	Other	Change/Creation that would: - Involve badging with another institution (collaboration); - be delivered wholly or partially in a language other than English (LOTE) (vice versa); or - vary from the Australian Qualifications Framework standards.
All	Exemption/Variation	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 Assurance Manual
Course	Reactivation	Reactivation – Course
Course	Award	Change requiring modification to the generic award
Course	Deactivation	Deactivation - Course
Course	Entry Requirements	Changes to Course ATAR / IELTS / ELP
Course	New	Creation of New Courses
Course	Title	Title of Course (Requires New Course)

Other		
Final Approval - Manager, Curriculum Transformation, Learning Innovation and Teaching Excellence Centre (LITEC)		
Study Package Type	Change	Change to.
All	All	Administrative changes