COURSE QUALITY ASSURANCE MANUAL

CONSOLIDATED POLICIES AND PROCEDURES

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

Contents

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 2021 (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.](#)

The commencement date for the policy and procedures in the *Course Quality Assurance Manual* will be 1st January 2025. 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. COMPLIANCE OBLIGATION SUPPORTED

Graduate Capabilities Policy

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:

3.1.1 the Higher Education Standards Framework (Threshold Standards) (HESF) and equivalent higher education standards and regulations in countries where Curtin campuses are located; and

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

3.2 Short form learning opportunities will be consistent with the HESF when attainment may lead to formal credit towards a Curtin award.

3.3 In accordance with the requirements of the *Professional Development in Tertiary Teaching for Teaching Staff Policy,* 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.

3.4 Courses offered by Curtin University will:

3.4.1 reflect the strategic objectives of the University;

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

3.4.3 comprise consistent and coherent course and component structures in accordance with the *Course and Component Design Procedures*; and

3.4.4 support the development of Curtin Graduate Capabilities and Curtin values and 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 if applicable.

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 A 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.

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 specific locations, study and attendance modes.

    3.16.1 Where a course is offered through Open Universities Australia (OUA), separate OUA approval processes and documentation will be required before a course is approved for offer.

    3.16.2 The *Collaborative Education Services (International) Policy* and *Collaborative Education Services (International) Procedures* must be followed before a course is approved for offer at global campuses.

    3.16.3 Changes to availabilities will be approved by the Head of School/Area, in consultation with the relevant Pro Vice-Chancellor Global Campus for transnational availabilities or Chief Strategy and Marketing Officer for OUA availabilities in the same calendar year.

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

    3.17.1 University policies relating to courses;

    3.17.2 proposed new courses, course reactivations and deactivations;

    3.17.3 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 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.

3.20 The Deputy Vice-Chancellor, Academic, upon recommendation of Courses Committee (or equivalent for short form learning opportunities), may approve all other course proposals not otherwise to be approved by the Academic Board.

    3.20.1 Administrative study packages, and changes to courses, components and units for administrative purposes, may be approved by the Deputy Vice Chancellor (Academic).

3.21 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.

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

3.23 Academic Board will approve, each year, a five-year schedule of CCRs.

    3.23.1 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.

    3.23.2 The Vice-Chancellor, the Deputy Vice-Chancellor, Academic, the Provost or the Academic Board may initiate a CCR at any time.

3.24 Course review processes should use an evidence-led, risk-based approach informed by:

    3.24.1 student, staff and industry/partner/stakeholder feedback and perspectives;

3.24.2   internal self-review and independent external review;

3.24.3   assurance of academic standards and learning; and

3.24.4   external referencing against internal, national and international indicators where applicable.

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

3.26   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

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.
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.

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.

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 Awards and Qualifications*
- *Language of Instruction*
- *Learning Analytics*
- *Learning Resources*
- *Peer Review of Educational Practice*
- *Professional Accreditation*
- *Service Teaching*
- *Short Form Learning*
- *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
Competition and Consumer Act 2010
Complaints Procedures
Constitution of Academic Board
Credit for Recognised Learning Policy
Credit for Recognised Learning Procedures
Curtin University Act 1966
Curtin/Curtin-OUA Equivalence Conventions
Designing for Accessibility and Inclusion Disability
Standards for Education 2005
Education Services for Overseas Students (ESOS) Act 2000
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) 2021
Higher Education Support Act (2003)
Indigenous Governance Policy
Malaysian Qualifications Framework
Professional Development in Tertiary Teaching for Teaching Staff Policy
Schedule 2. Levels of change
Singapore Workforce Skills Qualifications
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	1st April 2030

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 10th February 2020
	Approved	26/02/2021	Academic Board	AB 12/21	Attachment A to Item 11.3. Effective 1st April 2021.
	Approved	29/11/2024	Academic Board	AB 143/24	Attachment A to Item 10.1. Effective 1st April 2025.

P2: GRADUATE CAPABILITIES

1. COMPLIANCE OBLIGATION SUPPORTED

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

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.

3.5 Curtin graduates

3.5.1 **apply knowledge, skills and capabilities:**

Graduates acquire discipline knowledge, transferrable skills and professional capabilities that enable them to act as agents of social change and transform lives and communities for the better.

Curtin graduates are also:

3.5.2 **innovative, creative and/or entrepreneurial:**
Graduates will be able to apply their discipline knowledge with intellectual inquiry, be critical thinkers and creative leaders in problem-solving and challenge traditional ideas.

3.5.3 **effective communicators with digital competence:**
Graduates will be able to effectively communicate, and confidently access, use and adapt information and technology with technical skills to meet the needs of life, learning and future work.

3.5.4 **globally engaged and responsive:**
Graduates will be global citizens 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.

3.5.5 **culturally competent to engage respectfully with local First Peoples and other diverse cultures:**
Graduates will be ethical leaders, 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").

3.5.6 **industry-connected and career-capable:**
Graduates will be highly employable and 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.

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*
    • *Service Teaching*
    • *Short Form Learning Opportunities*
    • *Unit Outlines*

7. **RELATED DOCUMENTS/LINKS**

    Assessment and Student Progression Manual

    Course Design, Approval and Review Policy

    Higher Education Standards Framework (Threshold Standards) 2021

    Indigenous Governance Policy

    Reconciliation at Curtin

    Universities Australia Indigenous Education Strategy 2022-2025

Policy Compliance Officer	Barbara Whelan, Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Academic Board
Review Date	1st April 2030

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 10th February 2020
	Approved	26/02/2021	Academic Board	AB 12/21	Attachment A to Item 11.3. Effective 1st April 2021.
	Approved	29/11/2024	Academic Board	AB 143/24	Attachment A to Item 10.1. Effective 1st April 2025.

PROCEDURES

PC1: ACADEMIC INTEGRITY DEVELOPMENT

1. **COMPLIANCE OBLIGATION SUPPORTED**

   Course Design, Approval and Review Policy

   Graduate Capabilities Policy

2. **PROCEDURAL DETAILS**

   2.1   Students will 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).

           a)   A specific unit may be the Designated Academic Integrity Unit for one or more courses.

           b)   The Course Coordinator, in consultation with the Head of School (or nominee) is responsible for ensuring that all courses have a DAIU which contains Unit Learning Outcomes that address academic integrity competence

       2.2.3   A student will not typically receive Credit for Recognised Learning (CRL) for the DAIU.

   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 owning organisation of the course 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.

   2.6   Coursework 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.

   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.

3. **RESPONSIBILITIES**

Responsibilities are set out in Section 2. In addition:

3.1   In accordance with the Higher Education Standards Framework 6.3.2d

3.1.1   The Academic Registrar (or nominee) will monitor and report on AIP completions and plans for improvement to Learning and Student Experience Committee.

3.1.2   The Dean Graduate Research School (or nominee) will monitor and report on RIM completions and plans for improvement to the Research Committee the Learning and Student Experience Committee.

4.   SCOPE OF PROCEDURES

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.

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.

Research integrity

Research integrity refers to the adherence to ethical principles and professional standards in the conduct of research. It encompasses the responsible and honest conduct of research, ensuring that research is conducted ethically and promotes a culture of ethical behaviour.

6.   SCHEDULES

Schedule 1 - Definitions

7.   RELATED DOCUMENTS/LINKS/FORMS
Assessment and Student Progression Manual
Credit for Recognised Learning Policy
Credit for Recognised Learning Procedures
Higher Education Standards Framework (Threshold Standards) 2021
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 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2101	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC2: ADVISORY GROUPS

1. **COMPLIANCE OBLIGATION SUPPORTED**

   Course Design, Approval and Review Policy

   Graduate Capabilities Policy

2. **PROCEDURAL DETAILS**

   2.1   Advisory Groups will be established on a School and Faculty level, and will meet at least twice per year (aligning with relevant study periods of courses offered where possible), as follows:

       2.1.1   Each Faculty will have at least one Industry Advisory Board (IAB)

       2.1.2   Each School will have at least one School Advisory Board (SAF)

       2.1.3   Each Faculty will have at least one Student Consultative Committee (SCC).

   2.2   Additional advisory groups may be established as follows:

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

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

       2.2.3   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.

   2.3   Quorum for all Advisory Groups will be 50% of the members. Vacant positions will not count towards the quorum.

   2.4   The Chairperson may invite additional people to attend the advisory group as deemed appropriate to present information or be standing observers.

   2.5   Terms of Reference and membership of Industry Advisory Boards will reflect their role to:

       2.5.1   provide strategic advice on directions, emerging trends and educational needs of industries/professions;

       2.5.2   advise on changing trends, needs and priorities relating to the discipline areas of the Faculty;

       2.5.3   advise and assist in developing and maintaining links between the Faculty and industry, government and the community;

       2.5.4   consider and note reports from School Advisory Boards; and

       2.5.5   contribute to the general promotion of the Faculty.

   2.6   At the discretion of the Pro Vice-Chancellor and in consultation with the Deputy Vice-Chancellor, Academic, an IAB at a minimum will consist of:

       2.6.1   the Pro Vice-Chancellor (or nominee);

       2.6.2   Deputy Pro Vice-Chancellor (or nominee); and

       2.6.3   at least eight external members, appointed by the Pro-Vice Chancellor, with representation, experience and perspectives from industry, government, Aboriginal and Torres Strait Islander communities, broader community and/or relevant professional associations, representing a balance of:

           a   domestic and international representation (relevant to course delivery locations, modes of delivery and international regulatory requirements);

           b   skills, experience and disciplines relevant to Faculty operations.

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

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

2.9   Terms of Reference and membership of School Advisory Boards will reflect their role to:

2.9.1   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;

2.9.2   advise and assist in developing and maintaining links with industry, government and the community – nationally and internationally relevant to course offerings;

2.9.3   provide advice on request regarding future domestic and international trends in the relevant industries employing graduates;

2.9.4   provide advice on proposals for new courses, majors, course review and course review processes;

2.9.5   consider and provide feedback on proposals or submissions for professional accreditation;

2.9.6   consider and note the report from Student Consultative Committee/s; and

2.9.7   contribute to the general promotion of the School/discipline.

2.10   A SAB will consist of:

2.10.1   the Head of School (or nominee);

2.10.2   at least two staff representatives with relevant course coordination, and expertise in learning and teaching and/or research appointed by the Head of School;

2.10.3   a student representative appointed by the Head of School;

2.10.4   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

2.10.5   at least five external members appointed by the Head of School, with representation, experience and perspectives from industry, government, Aboriginal and Torres Strait Islander communities, the broader community and/or relevant professional associations (where applicable), and representing a balance of:

a   domestic and international representation (relevant to course delivery locations and international regulatory requirements); and

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

2.13   Terms of Reference and membership of Student Consultative Committees will reflect their role to:

2.13.1   support the use of student feedback in continuous improvement of course and unit quality and the student experience;

2.13.2   advise on changing student experiences, needs and priorities that impact the content, delivery and emphasis of all disciplines/courses and components;

2.13.3   provide a student perspective on domestic and international experiences, including Work Integrated Learning (WIL) and relevant industries employing graduates;

2.13.4   assist in developing and maintaining links with industry, government and the community;

2.13.5   consider and provide feedback on changes to, and reviews of courses at the very broad level; and

2.13.6   contribute to the general promotion of the School/disciplines.

2.14   A SCC will consist of:

2.14.1   the Dean Learning and Teaching (or nominee);

2.14.2   the Guild Faculty Representative (or nominee, appointed ex officio); and

2.14.3   at least eight student members representing a range of cohort demographics, courses and components offered by the Faculty, domestically and internationally and by mode, and with a balance of gender, skills and experience appointed by the Faculty Pro Vice- Chancellor.

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

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

3.   RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1   The Chairperson of the SCC

3.1.1   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; and

3.1.2   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.

3.2   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.

3.3   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 Provost.

4.   SCOPE OF PROCEDURES

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.   SCHEDULES

Schedule 1 - Definitions

7.   RELATED DOCUMENTS/LINKS/FORMS

Code of Conduct
Curtin Values
Indigenous Governance Policy
Reconciliation at Curtin
Student Charter
Student Evaluation of Learning and Teaching Procedures
Universities Australia Indigenous Education Strategy 2022-2025

Policy Compliance Officer	Barbara Whelan, Manager, Curriculum Transformation

Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2102	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC3: AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) GOVERNANCE

1. COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy
Graduate Capabilities Policy

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 undergraduate courses at AQF level 8 and below:

    2.1.1 ATAR prerequisites required for course entry;

    2.1.2 anticipated number of eligible applicants, available places and market demand;

    2.1.3 sources of potential students and the range of entry pathways (e.g. Year 12 students, course switchers, alternative entry pathways);

    2.1.4 success rates, including success rates for target inclusion areas of the University (e.g. non-school leavers, Indigenous and low SES students);

    2.1.5 prestige and quality perceptions as represented by the ATAR entry requirement; and

    2.1.6 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 course), 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:

    2.3.1 the proposed minimum ATAR;

    2.3.2 the alternative pathway entry requirements (ATAR equivalence); and

    2.3.3 comparison against a range of ATARs and entry requirements within the Faculty, the University and similar courses from other institutions.

2.4 Where a change to the ATAR entry requirement is required urgently, proposals may be submitted to Academic Board Executive for consideration.

2.5 Changes to existing courses that involve the setting or changing of an ATAR entry requirement will have the following detailed elements indicated in the documentation as part of their rationale:

    2.5.1 the proposed minimum ATAR;

    2.5.2 the alternative pathway entry requirements (ATAR equivalence);

    2.5.3 comparison against a range of ATARs and entry requirements within the Faculty, the University and similar courses from other institutions; and

    2.5.4 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.

3. RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1 The Manager, Curriculum Transformation will report on changes and impacts of changes to course ATAR entry requirements to Courses Committee on an annual basis.

4. SCOPE OF PROCEDURES

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.

ATAR Prerequisites

An ATAR prerequisite refers to specific subjects that a student must complete, often at a certain level, to be eligible for admission into a particular course. These prerequisites ensure that students have the foundational knowledge necessary for the course. For example, a course might require a certain level of Mathematics as an ATAR prerequisite.

SES (Socio-economic Status)

Socioeconomic Status (SES) generally refers to the social standing or class of an individual or group, which is often measured as a combination of education, income, and occupation. It is essentially a marker of where one stands in the social hierarchy and can influence various aspects of life, including access to resources, health outcomes, and educational opportunities.

6. SCHEDULES
Schedule 1 – Definitions

7. 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	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2103	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC4: COLLABORATIVE AWARD COURSES

1. COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy

Graduate Capabilities Policy

2. PROCEDURAL DETAILS

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

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

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

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

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

    2.2.2 provide suggested partner considerations to the Deputy Vice-Chancellor, Academic (or nominee) or Deputy Vice-Chancellor 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 (including professional accreditation if applicable).

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:

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

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

    2.5.3 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;

    2.5.4 advantages to students taking the proposed collaborative award course;

    2.5.5 the discipline or specialisations' unavailability at Curtin, its interconnection with existing Curtin disciplines, and the expense of duplication at Curtin; and

    2.5.6 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 Study Package Coding and Naming Conventions.

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:

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

    2.8.2 the preferred method for complying with ethics; intellectual property; and the language of the thesis/ capstone/ professional experience;

2.8.3   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;

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

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

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

2.8.7   processes for notification of course changes;

2.8.8   language of instruction and assessment;

2.8.9   the process for complaints, misconduct and dispute resolution;

2.8.10   conditions for extension, deactivation and teach-out processes; and

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

2.9   The Course Coordinator will ensure students are 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.

2.11   Curtin's academic transcript and graduation statement 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.

3.   RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1   In accordance with the Higher Education Standards Framework 5.4.2, the Manager, Curriculum Transformation will report on the breadth and quality of Collaborative Award Courses to Courses Committee on an annual basis.

4.   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.

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.   SCHEDULES

Schedule 1 – Definitions
Schedule 2 – Levels of Change

7.   RELATED DOCUMENTS/ LINKS/ FORMS

Awards and Graduations Manual
Collaborative Doctor of Philosophy (PhD) Policy
Collaborative Doctor of Philosophy (PhD) Procedures
Collaborative Education Services (International) Policy
Collaborative Education Services (International) Procedures
Contract Management Framework
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
Higher Education Standards Framework (Threshold Standards) 2021
Statute No. 12 – Enrolment and associated Rules
Study Package Coding and Naming Conventions

Policy Compliance Officer	Barbara Whelan, Manager, Curriculum Transformation	
Policy Manager	Deputy Vice Chancellor, Academic	
Approval Authority	Deputy Vice Chancellor, Academic	
Review Date	1st April 2028	

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2104	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC5: COURSE AND COMPONENT APPROVAL

1. **COMPLIANCE OBLIGATION SUPPORTED**

   Course Design, Approval and Review Policy

   Graduate Capabilities Policy

2. **PROCEDURAL DETAILS**

   2.1   In accordance with the Higher Education Standards Framework 5.1.1, 5.1.2, 5.1.3 and 6.2.1, the development, reactivation, deactivation and changes to courses and components will be:

   2.1.1   undertaken in a transparent, justified and planned manner in consultation with all relevant internal and external stakeholders; and

   2.1.2   submitted for approval 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.

   2.2.1   Approval processes for Curtin credentials will follow the processes outlined in the Curtin Badging Conventions

   2.3   Courses and components will be developed, changed, reactivated and deactivated with reference to the *Course Design, Approval and Review Policy*, the *Course Design Procedures* and to the Structure and Design Conventions.

   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:

   2.4.1   correct course structure/s;

   2.4.2   data integrity;

   2.4.3   compliance to University and legislative requirements; and

   2.4.4   submission to the correct approval authority.

   2.5   Changes to approval documents are the responsibility of the owning area.

   2.6   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):

   2.6.1   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.

   2.6.2   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.

   2.6.3   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;

   2.7   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.

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:

   2.8.1   credit value;

   2.8.2   field of education (usually due to a change in direction of the course or unit);

   2.8.3   syllabus / overview text, where there is a major change in the content;

   2.8.4   owning area not in the same Faculty;

   2.8.5   category type (changing from undergraduate to postgraduate or vice versa); or

   2.8.6   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 proficiency development, Indigenous 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.

2.12   Prior to deactivation of a course or components, and considering mandatory professional accreditation requirements, schools will determine 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 transition plan that addresses:

   2.13.1   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;

   2.13.2   the core and optional components that will be offered over the period of teach-out;

   2.13.3   the implications for international student enrolments and pathways;

   2.13.4   the implications for student progress in the course; and

   2.13.5   in the case of cross-faculty courses, a plan for each component developed by the owning area.

2.14   The course/component owning organisation is responsible for submitting and revising requests for new/changes to courses and/or components, after consultation with all relevant stakeholders.

   2.14.1   As Curtin OUA courses are owned by Curtin-OUA, the teaching organisation will have the responsibility for submitting and revising requests.

2.15   The Head of Owning Area (or nominee) will be responsible for the accuracy and quality of all course approval documentation entered in the curriculum management system. The Head of Owning Area (or nominee) is responsible for approving school level changes and endorsing faculty or central level requests prior to submission to the appropriate approval authority.

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.

2.17   Proposals for approval of new courses require a New Course Concept Plan, submitted to the Manager, Curriculum Transformation 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:

   2.18.1   a statement confirming Senior Executive Team support for the New Course Proposal;

   2.18.2   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:

a) Business Cases will be reviewed by Faculty Courses Committee before approval by the Faculty Pro Vice-Chancellor.

b) 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.

c) 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.

d) A Business Case is not required for approval of

    i. change in course title or structure;

    ii. a new entry pathway within an existing degree

    iii. exit award;

    iv. new Double degrees derived from existing single degrees;

    v. new Double majors derived from existing single majors;

    vi. new specialisations derived from existing offerings;

    vii. reactivation of major/course within 18 months of deactivation or

    viii. administrative new components.

2.18.3 a stated educational design philosophy underpinning the course design based upon contemporary knowledge, advances in professional practice and/or research/scholarship;

2.18.4 a stated rationale for course design and delivery, including details of how the development of specific skills and graduate capabilities will be achieved though the alignment of learning outcomes, graduate capabilities and professional competencies if applicable; and

2.18.5 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.

3. RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1 The Head of Owning Area (or nominee) 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).

3.2 Curriculum Administration Management will ensure courses and components are:

3.2.1 Advertised when approved by all relevant University approval authorities and external approval authorities;

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

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

3.3 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 Curriculum Transformation;

b) All study package changes (School, Faculty, Central and Administrative) will be reported annually to Courses Committee by the Manager, Curriculum Transformation (or nominee);

c) The Manager, Curriculum Transformation will report on course approval processes and plans for process improvement to Courses Committee annually.

4. SCOPE OF PROCEDURES

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.

Administrative New

Refers to a change to an existing study package that, due to system or policy requirements, results in the creation of a new study package in Curtin systems.

New Course 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.

Study Package Code

The unique code that is applied to courses and components to identify the study package in Curtin systems.

Version

The specific instance of a study package in the student management system. The study package version is recorded in the curriculum management system to ensure systems can be aligned.

6. SCHEDULES
Schedule 1 – Definitions
Schedule 2 – Levels of Change

7. RELATED DOCUMENTS/LINKS/FORMS
Admissions and Enrolment Manual
Business Case
Competition and Consumer Act 2010
Concept Proposal
Course and Component Design Procedures
Curtin Badging Conventions
Curtin/Curtin-OUA Equivalence Conventions
End to End Study Package Lifecycle
Guide to Course Changes and ESOS Obligations
Higher Education Standards Framework 2021
Study Package Coding and Naming Conventions
Study Package Text Guide
Structure and Design Conventions

Policy Compliance Officer	Barbara Whelan, Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2105	Effective 1st April 2021
	Approved	16/05/2022	Deputy Vice-Chancellor, Academic	EM2212	Partial review - change to Schedule 2. Effective 16th June 2022.
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC6: COURSE AND COMPONENT DESIGN

1. **COMPLIANCE OBLIGATION SUPPORTED**

   Course Design, Approval and Review Policy

   Graduate Capabilities Policy

2. **PROCEDURAL DETAILS**

   2.1 The design and structure of each course is the responsibility of the owning area and will be completed in accordance with the Australian Qualifications Framework (AQF), the Higher Education Standards Framework (2021) 1.4.1, 1.4.3, 1.5.3, 3.1.1, 3.1.2, 3.1.3 and 3.1.4 and Curtin's Structure and Design Conventions and in consultation with all relevant stakeholders.

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

   2.3 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.

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

   2.4.1 The volume of learning allocated in the design of a qualification may vary depending upon:

   a) the level of the previous qualification required for entry;

   b) whether the purpose of the qualification is for deepening or broadening of knowledge and skills; or

   c) whether the qualification leads to professional outcomes or is generalist in purpose.

   2.5 Award titles will be approved in accordance with Curtin's Coding and Naming Conventions for course awards and credential badges.

   2.6 In accordance with the Australian Qualifications Framework, the National Microcredentials Framework and Curtin's Structure and Design Conventions, courses, components and credentials may be offered in various types of study packages, including:

   2.6.1 Units

   a) Coursework units – typically 25 credits, coursework units will consist of workloads between 12.5 and 200 credits.

   b) Thesis units – time-based units of 0 credits that are only offered in Higher Degree by Research courses.

   2.6.2 Credentials

   a) Microcredentials are equivalent to a unit of study, and are proposed and developed in accordance with the Curtin Badging Conventions.

   b) Badges are a symbol of completion of a Microcredential or skill set, and are developed in accordance with the Curtin Badging Conventions.

   2.6.3 Components

   a) Majors – at least 200 credits of coursework units in a specialist field, which will be recognised on the student's award certificate. Majors can be structured as single majors, extended majors and defined double majors as appropriate.

   b) Specialisations – 100 credits of coursework units in a specialist field.

   c) Minors – 100 credits of coursework units in an unrelated specialist field. A specialization would be considered a minor if it was undertaken by a student from an unrelated course.

   d) Streams – a structured component consisting of coursework units that allow for cohort management. Streams would not typically be recognised on the student's award certificate.

   e) Honours Stream – Honours components in embedded honours courses are structured as streams, and student who have successfully completed the honours stream will have that recognised on their award certificate.

2.6.4   Award Courses

a) Undergraduate Certificates – Undergraduate pathways at AQF5, 6 or 7, which are typically 100 credits or 6 months full-time study.

b) Associate Degrees – Undergraduate pathways at AQF6, which are typically 400 credits or 2 years full-time study.

c) Bachelor Degrees – Undergraduate pathways at AQF7, which are typically at least 600 credits or 3 years full-time study.

d) Bachelor Honours Degrees – Undergraduate research pathways at AQF8, which are typically 200 credits (1 year full-time study) when stand-alone or at least 800 credits (4 years full-time study) when embedded within an undergraduate course.

e) Graduate Certificates – Postgraduate pathways at AQF8, which are typically 100 credits or 6 months full-time study.

f) Graduate Diplomas – Postgraduate pathways at AQF8, which are typically 200 credits or 1 year full-time study.

g) Masters by Coursework – Postgraduate pathways at AQF9, which are 200-400 credits (1-2 years full-time study) dependent on student entry points. 400 credit Masters by Coursework courses that prepare graduate to practice in a new profession are considered "Graduate Entry Masters" and are permitted to us a greater proportion of undergraduate and nested units than other coursework Masters offerings.

h) Extended Masters – Postgraduate pathways at AQF9, which are at least 600 credits or 3 years full-time study.

i) Masters by Research – Postgraduate research pathways at AQF9, which are time-based and consist of a thesis unit, or a thesis unit with a combination of coursework units.

j) Doctoral Awards – Postgraduate research pathways at AQF10, which are time-based and consist of a thesis unit, or a thesis unit with a combination of coursework units.

2.6.5   Short form learning opportunities designed in line with the *Short Form Learning Procedure*

a) Enabling Programs – Non-AQF pathways that lead to admission to a course of study at the University and designed in accordance with the Australian national standards and, where appropriate, international standards approved by the relevant international higher educational regulatory agency.

b) English Language Intensive Courses for Overseas Students (ELICOS) – Non-AQF courses that address English Language entry and are designed in accordance with the Australian national standards and, where appropriate, international standards approved by the relevant international higher educational regulatory agency.

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

2.7.1   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.

2.7.2   Fieldwork will only be conducted in credit-bearing units, except where required as part of a thesis unit.

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

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

2.8.2   The course title and its associated award title may vary in different locations when there are:

a) clear market needs, legislative or professional accreditation requirements;

b) transparent strategies in place to manage student transfer between the courses and ensure that only one qualification can be awarded upon completion; or

c) strategies in place to ensure that communication and documentation related to the courses is clear and will not adversely impact on the student experience.

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

2.10 Courses and their components will have a distinct title and user defined code. Each course, including those in Horizontal 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.

2.11 Course components will have identical learning outcomes, entry requirements, titles and fields of education when delivered across multiple locations. Other requirements will be equivalent so as not to undermine the integrity of any offering, in accordance with the Curtin-OUA Equivalence Conventions.

2.12 Components

2.12.1 will not have ATAR entry requirements and

2.12.2 may have eligibility requisites related to prior educational or employment background or progress within their course of study.

2.13 The structure and curriculum design for any component or unit will be determined by the owning area, in consultation with all relevant stakeholders, except in the case of Curtin OUA offerings, which will be the responsibility of the teaching organisation.

2.14 The design of Curtin Award courses will ensure that a student will be required to:

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

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

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

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

2.17 Requests will include a justification including reference to the requirements in these 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.

2.18 Requests that are supported by the Head of School will be submitted to the Manager, Curriculum Transformation for consideration, together with the supporting justification.

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

3. RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1 The Manager, Curriculum Transformation (or nominee) will monitor and report compliance gaps and exemptions to Courses Committee, with recommendations for improvement, on an annual basis.

4. SCOPE OF PROCEDURES

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.

EFTSL

EFTSL stands for "Equivalent Full Time Study Load" and is used to represent the workload of a student during a year of study, typically measured in relation to the total number of units or courses a student completes in that

time. One EFTSL is equivalent to one year's worth of study for a full-time student, which usually equates to 200 credit points of units across an academic year.

Embedded Honours

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

Enabling Program

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.

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.

Horizontal Double degree courses

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

Microcredential

A certification of assessed learning or competency, with a minimum volume of learning of one hour and less than an AQF award qualification. Microcredentials are additional, alternate, complementary to, or a component part of an AQF award qualification. 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.

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.

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.

6. **SCHEDULES**
    Schedule 1 – Definitions
    Schedule 2 – Levels of Change

7. **RELATED DOCUMENTS/LINKS/FORMS**
    Admission and Enrolment Manual
    Assessment and Student Progression Manual – Academic Transcript Procedure
    AQF Addendum – Masters Degree
    AQF Addendum – Masters Degree (Extended)
    AQF Addendum – Undergraduate Certificate
    Australian National Standards for Foundation Programs
    Australian Qualifications Framework Second Edition January 2013
    Awards and Graduation Manual
    Credit for Recognised Learning Policy
    Credit for Recognised Learning Procedures
    Curtin Badging Conventions
    Curtin University Courses Handbook
    Curtin/Curtin-OUA Equivalence Conventions
    Course and Component Approval Procedures
    Designing for Accessibility and Inclusion

Education Services for Overseas Students Act 2000 (ESOS Act)
Higher Education Standards Framework 2021
Malaysian Qualifications Framework
National Code of Practice for Providers of Education and Training to Overseas Students 2018
National Microcredentials Framework
National Standards for ELICOS Programs, 2018
Short Form Learning Opportunities Procedure
Structure and Design Conventions
Study Package Coding and Naming Conventions
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	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2106	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC7: COURSE AND UNIT COORDINATION

1. **COMPLIANCE OBLIGATION SUPPORTED**

   Course Design, Approval and Review Policy

   Graduate Capabilities Policy

2. **PROCEDURAL DETAILS**

   2.1   Each course will have effective leadership, management and coordination of the whole course of study and its components across all modes of delivery and locations.

   2.1.1   Each course will have a designated Course Coordinator whose name will be recorded against the relevant course in the student management system.

   2.1.2   Major coordinators manage and coordinate the major in consultation with the Course Coordinator and their name will be recorded against the relevant major in the student management system.

   2.2   Effective course coordination, whether led by one Course Coordinator or through distributed responsibility amongst several staff, requires:

   2.2.1   consultation with the Director Learning and Teaching and Discipline lead/s to effect leadership and oversight of design, development, approval, implementation, structural alignment, quality evaluation, continuous improvement and direction setting for the course across all locations and attendance modes, including course reviews, assurance of academic standards, external referencing and professional accreditation (where relevant);

   2.2.2   oversight of enquiries and applications for admission to the course;

   2.2.3   leadership, effective oversight and reporting of academic integrity and student evaluation of the course and units;

   2.2.4   support for students on matters that relate to their learning experience and progress in the course om accordance with Clauses 3.4 and 3.5 of the *Support for Students Policy*;

   2.2.5   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;

   2.2.6   effective communication across campuses with students, alumni, employers and relevant professional, industry and community bodies; and

   2.2.7   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.

   2.3   Each unit will have a designated Unit Coordinator, who is responsible for overall leadership, management and coordination of the unit of study across all modes of delivery and locations.

   2.3.1   The Unit Coordinator's name will be recorded in the student management system. A deputy Unit Coordinator or Co-Unit Coordinator may also be assigned as required.

   2.3.2   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.

   i. Campus Unit Coordinators, in consultation with the Unit Coordinator, will manage and coordinate the delivery of units of study in specific locations.

   ii.   In accordance with the *Assessment and Student Progression Manual,* Campus Unit Coordinators may be delegated the co-assessor role and additional unit coordination responsibilities where appropriate.

   iii.   The Campus Unit Coordinators will be recorded in the student management system.

   2.4   The Unit Coordinator is responsible for:

2.4.1 coordination and consultation with teaching staff, fieldwork supervisors and Campus Unit Coordinators ensuring continuity of operational delivery of the unit across all locations (including campuses and fieldwork locations) and study periods;

2.4.2 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;

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

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

2.4.5 monitoring student progression in the unit and ensuring provision of feedback to support student learning and evaluating the effectiveness of these functions;

2.4.6 ensuring appropriate support for students in accordance with Clauses 3.1, 3.2 and 3.3 of the *Support for Students Policy*

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

2.4.8 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;

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

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

3. RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1 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.

4. 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.

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. SCHEDULES
Schedule 1 – Definitions

7. RELATED DOCUMENTS/LINKS/FORMS
Assessment and Student Progression Manual
Equivalence of Qualifications Procedures
Learning Resources Procedures
Student Evaluation of Learning and Teaching Procedures
Support for Students Policy

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

Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2107	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC8: COURSE REVIEW

1. COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy

Graduate Capabilities Policy

2. PROCEDURAL DETAILS

2.1   All courses will be monitored annually by Curriculum Transformation and comprehensively reviewed by course teams five yearly, with periodic quality improvement review as required. Regular interim monitoring that informs and supports comprehensive course review is a legislative requirement under the Higher Education Standards Framework (2021), as a prerequisite to course review or (re-)accreditation.

2.2   A comprehensive course review will consider suites of related undergraduate and postgraduate coursework courses, including nested degrees, End-on Honours and recognised pathways, where appropriate.

2.3   The Head of School/Area of the owning area (or nominee), or in the case of Open Universities Australia (OUA) course offerings, the teaching organisation, will:

2.3.1   ensure comprehensive course reviews (CCR) are completed in accordance with the approved schedule, and periodic quality improvement reviews (QIR) of courses and units are undertaken as required;

2.3.2   submit completed QIR and CCR reports and updates on the progress of quality improvement plans (QIP) to the Faculty Dean Learning and Teaching (or nominee) for submission to Faculty and University Courses Committee(s)

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 decide on the indicators and risk ratings for unit and course reviews on an annual basis, or as required considering 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 considering 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.

2.8   Reviews are undertaken through a holistic stackable process of progressive and integrated periodic and comprehensive course reviews, informed by annual monitoring of units and courses.

2.9   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.
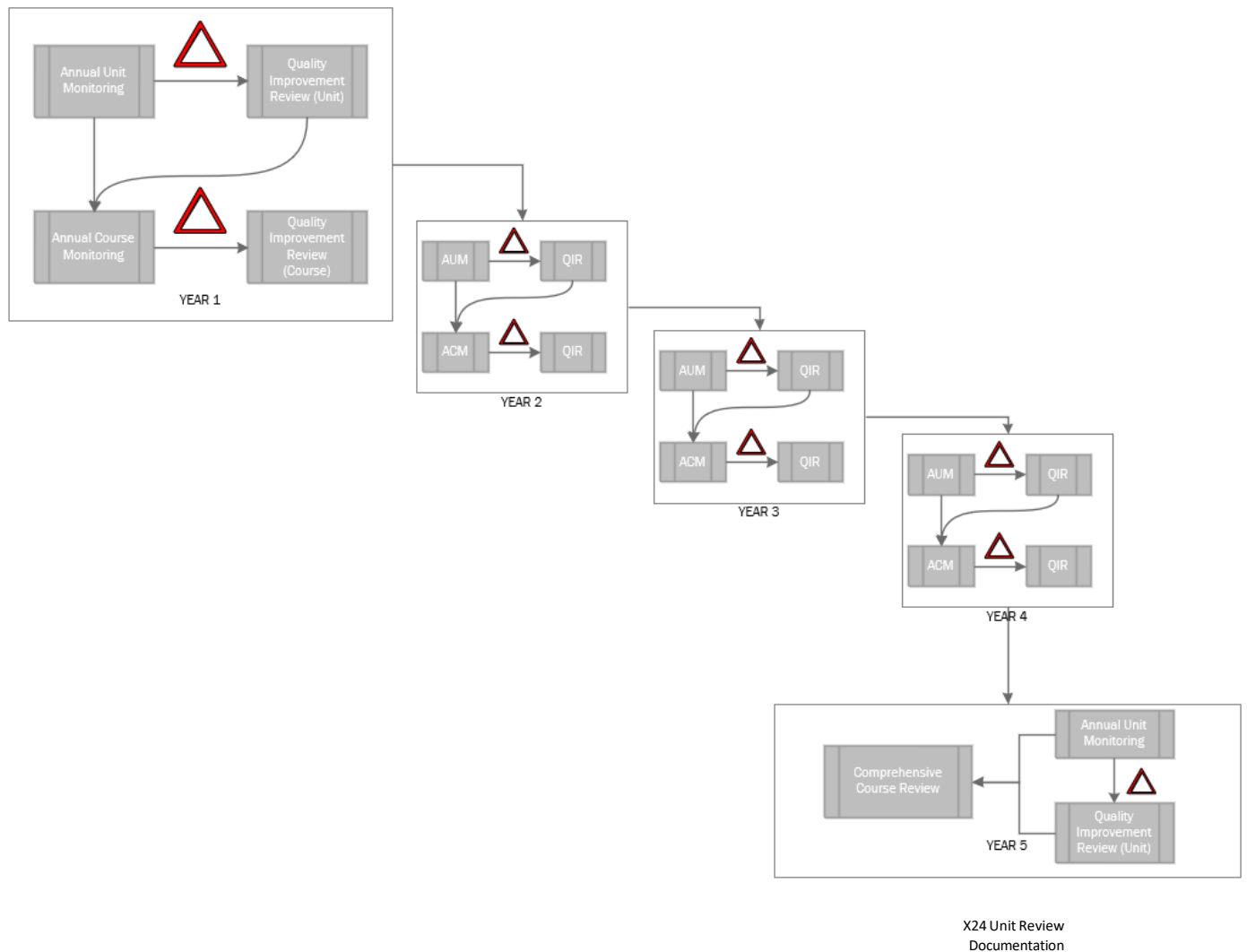
Figure 1: Stackable Course review process

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:

2.10.1 the alignment of the course(s) with the strategic priorities of the University;

2.10.2 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;

2.10.3 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;

2.10.4 the assurance of academic standards through external referencing;

2.10.5 the quality of the course in relation to perceptions of students, graduates, prospective employers and professional bodies, Aboriginal and Torres Strait Islander Communities, and peers in Australian and International scholarly communities;

2.10.6 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 reference to graduate capabilities, equity and diversity in the student profile; and

2.10.7 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:

2.11.1 Courses with majors - relevance, effectiveness and student performance in current majors, and the individual and overall contribution to the parent course;

2.11.2 Double degrees - scope and strategic relevance of Double degree offerings with the course(s) and of associated degrees such as advanced or specialist programs;

2.11.3 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.

2.12 Annual Monitoring of Units will be conducted by Curriculum Transformation, considering centrally available metrics, and provided to Deans and Directors of Learning and Teaching for their own quality improvement reviews.

2.13 Annual monitoring of all units in undergraduate and postgraduate coursework courses will be conducted by Curriculum Transformation in overview and then broken down by location, study period and mode against the following dimensions:

2.13.1 Student load (e.g. Viability, student enrolment numbers, participation rates)

2.13.2 assessment monitoring and student progression (e.g. pass rates, grade distribution, assessment moderation, external referencing);

2.13.3 student experience (e.g. engagement, participation, satisfaction); and.

2.13.4 risk mitigation, quality evaluation and improvement required;

2.14 The annual monitoring process will facilitate interpretation of data in quality improvement reviews which develop specific, measurable, achievable, realistic and timely actions and objectives within the context of ongoing innovation and quality improvement of the unit.

2.15 Quality Improvement Plans (QIP), which detail key actions, responsibilities and timelines to address recommendations/quality issues arising from quality improvement reviews, will be provided to Curriculum Transformation for central recording. The Unit Coordinator will be responsible for monitoring these and reporting to the Course Coordinator and/or Director of Learning and Teaching.

2.16 Course Coordinators will use aggregated results of annual monitoring and quality improvement reviews of unitsto critically synthesize and interpret the data. The results will be utilised to inform the course reviews 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.

2.17 Annual monitoring of courses will be conducted by Curriculum Transformation, considering centrally available metrics, and provided to Deans and Directors of Learning and Teaching for their own quality improvement reviews.

2.18 Quality Improvement Reviews of all courses in undergraduate, postgraduate coursework courses, and HDR courses will be conducted in accordance with the Comprehensive Course Review Standard Terms of Reference.

2.19 Quality Improvement Reviews 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 review should address the following:

2.19.1 course demand, student load, retention rate, student satisfaction and graduate outcomes;

2.19.2 student enrolments (aggregated for nested courses), in majors and from international cohorts;

2.19.3 an interpretation of all data comprising the individual unit reviews;

2.19.4 a review of associated components, modes of delivery and locations;

2.19.5 academic standards and assurance of learning and teaching quality, including a review of

assessment types and tuition/delivery patterns.

2.20 The outcome of the quality improvement review should be a Quality Improvement Plan (QIP) where the review identifies the course which require aspects of key actions, responsibilities and timelines to address recommendations and issues in a timely manner.

2.21 Course(s) where the review identifies aspects of risk to the University 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.

2.22 Areas of risk include, but are not limited to, the following:

2.22.1 Low student enrolments

2.22.2 Low student retention

2.22.3 Lack of graduate employment opportunities

2.23 The Course Review will use aggregated results of course and unit reviews to critically synthesize and interpret the data and utilise the results to inform the CCR.

2.24 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. They will no longer be required to complete a Comprehensive Course Review.

2.25 Schools will review and report to Courses Committee the viability of all new courses, as part of the quality improvement review, 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.

2.26 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.

2.27 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.

2.28 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.

2.29 A CCR should be completed by relevant academic stakeholders such as the Head of School (and/or Deputy), Director of Learning and Teaching, and relevant Academic staff with reference to internal and external stakeholders and industry professional advisors.

2.30 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:

2.30.1 curriculum mapping including consideration of course structure and scaffolding of learning;

2.30.2 academic leadership, leadership systems, and directions;

2.30.3 staffing and academic profile;

2.30.4 academic judgement and award of credit;

2.30.5 scholarship and academic freedom;

2.30.6 academic leadership of learning and teaching;

2.30.7 external referencing; and

2.30.8 academic influence, innovation and positioning.

2.31 Preparation of a final CCR includes a report, the template provided by Curriculum Transformation, of findings by self-review against the requirements above by the owning area or with courses in Curtin OUA by the teaching organisation.

2.32 All CCRs will be reviewed by Curriculum Transformation and summarily reported to Courses Committee against the requirements of the HESF, TEQSA, and AQF Levels and University Strategic Initiatives.

3. RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1   The Manager, Curriculum Transformation will report to Courses Committee, at least annually regarding:

     3.1.1   themes arising in, and progress and completion of reviews against the approved schedule;

     3.1.2   the progress and implementation of Quality Improvement Plans (QIP) (bi-annually), and

     3.1.3   plans for improvement in course design, assurance of quality indicators and course review processes.

4.   SCOPE OF PROCEDURES

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.

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.

6.   SCHEDULES

Schedule 1 - Definitions

7.   RELATED DOCUMENTS/LINKS/FORMS

Assessment and Student Progression Manual
Comprehensive Course Review Process Map
Designing for Accessibility and Inclusion
Learning Analytics Procedure

Policy Compliance Officer	Barbara Whelan, Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2108	Effective 1st April 2021
	Approved	12/04/2022	Deputy Vice-Chancellor, Academic	EM2208	
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC9: ENGLISH LANGUAGE PROFICIENCY

1. **COMPLIANCE OBLIGATION SUPPORTED**

   Course Design, Approval and Review Policy

   Graduate Capabilities Policy

2. **PROCEDURAL DETAILS**

   2.1 In accordance with the Higher Education Standards Framework 7.2.2e, 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 students will complete a Post-Entry Language Task (PELT).

       2.2.1 All students who have entered via alternative pathways, have interrupted their studies for more than two years or received Credit for Recognised Learning (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.

       2.3.1 Units that contain a post entry language assessment (PELA) task will be identified in the curriculum management system as PELA units.

       2.3.2 Every course will have a core unit identified in the curriculum management system as a Designated ELP unit.

       2.3.3 The Designated ELP unit will be early in the first study period of their course, with a learning outcome(s) that ensures that students develop English language proficiency and communication skills relevant to their discipline.

   2.4 Students will be provided with English language proficiency development support throughout their studies through:

       2.4.1 embedded and scaffolded English Language proficiency development over their course structure;

       2.4.2 access to further education support services approved by Curtin; and

       2.4.3 feedback from academic staff on assessment tasks.

   2.5 Faculty English Language Development Coordinators will be responsible for overseeing and implementing 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 Students may be directed to undertake one or more of the following English language proficiency support options which include:

       2.6.1 further Post-Entry Language Assessment (PELA);

       2.6.2 undergraduate and postgraduate coursework students: recommended or required attendance in an additional English-language proficiency support program that will be delivered in face-to-face and/or online environments;

       2.6.3 Higher Degree by Research students: recommended or required attendance in an additional English-language proficiency support program that will be delivered in face-to-face and/or online environments; or

       2.6.4 other self-directed support programs as appropriate.

   2.7 Higher Degree by Research students will be supported to meet English Language Proficiency requirements through Research Milestone 1. Those not meeting English Language Proficiency requirements at Milestone 1 will be placed on conditional status until those requirements are met.

   2.8 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 proficiency support options:

2.8.1　will complete the PELA and/or the appropriate additional English-language proficiency support that they had not completed when required earlier in the study period before applying for a change of results; or

2.8.2　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);

2.8.3　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 proficiency support that they had not completed when required earlier in the study period.

3.　RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1　The Dean Learning and Teaching/Director of the Centre for Aboriginal Studies (CAS)/ Dean Research, in consultation with the Faculty English Language Development Coordinator will determine:

3.1.1　if PELA will be required for all students; and/or

3.1.2　the appropriate additional English-language proficiency support programs specified in clause 2.6.

3.2　The Dean Learning and Teaching / Director CAS/ Dean Research, in consultation with the Faculty English Language Development Coordinator will be responsible for:

3.2.1　ensuring English language proficiency support resources are reviewed annually and is consistent with scholarship and current industry practice;

3.2.2　monitoring the completion of PELT, PELA and the appropriate additional English-language proficiency support options, and

3.2.3　annual reporting to Faculty Learning and Teaching Committee/Research Committee on the outcomes and impact of PELA and/or the appropriate additional English-language proficiency support programs.

3.3　The Course / Major coordinator is responsible for the development of English Language Proficiency in their course / major, with oversight provided by the Head of School (or nominee) and Pro-Vice Chancellor.

3.4　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).

3.5　The Manager, Curriculum Transformation (or nominee) will monitor and report annually to Learning and Student Experience Committee on

3.5.1　the completion rates, outcomes, currency and impact of English language proficiency programs; and

3.5.2　plans for improvement in English language proficiency programs and embedding of English language development in courses.

4.　SCOPE OF PROCEDURES

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.

Coursework student

A coursework student is a student enrolled in a structured course consisting of coursework units. Research, if required, is considered to be a subcomponent of the course.

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.

6. SCHEDULES

Schedule 1 – Definitions

7. RELATED DOCUMENTS/LINKS/FORMS

Assessment and Student Progression Manual

Course and Component Design Procedure

Western Australian 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	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2109	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC10: EXIT AWARDS AND QUALIFICATIONS

1. **COMPLIANCE OBLIGATION SUPPORTED**

   Course Design, Approval and Review Policy

   Graduate Capabilities Policy

2. **PROCEDURAL DETAILS**

   2.1 An **Exit Award** is a recognised approved exit point from an award course that may be available to students.

       2.1.1 Students who are unable to fulfil the requirements of the award course in which they are enrolled but who have completed the requirements of another qualification may choose to discontinue enrolment in the Principal Award to be granted an **Exit Award**.

       2.1.2 Where available, students may elect to take an **Intermediate Award** without withdrawing from the Principal Award.

   2.2 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.

   2.3 Courses and components may have recognized and approved Non-award **Exit Qualifications** managed according to the *Short Form Learning Procedures* and Curtin Badging Conventions

   2.4 An application for an Intermediate or Exit Award will be submitted by the student to the Progression, Assessment and Awards Office for consideration by the Head of School/Area within the maximum time to complete the principal award and the timeframes permitted by the *Credit Limitation Procedure*.

   2.5 The Head of School/Area (or nominee) will approve applications for Intermediate or Exit Awards, submitted in accordance with 2.6, where the student:

       2.5.1 has completed all course requirements for the relevant Intermediate or Exit Award;

       2.5.2 has completed one third, or the final year (whichever is less) of the relevant Intermediate or Exit Award course via Curtin-provided units, inclusive of any credit for recognised learning from units undertaken at Curtin. Any exception to the one-third requirement will follow the requirements of the *Credit Limitations Procedure* and *Credit for Recognised Learning Procedures*;

       2.5.3 is not enrolled in a Double degree (refer to *Degree by Incorporation Procedure, Admissions and Enrolment Manual*);

       2.5.4 has no sanction for misconduct or outstanding debt to the University; and

       2.5.5 has not completed the requirements of the Principal Award.

   2.6 The Academic Registrar (or nominee), may determine the necessity to grant an Intermediate or Exit Award to a student where:

       2.6.1 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

       2.6.2 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

       2.6.3 it is determined that the granting of the Intermediate or Exit Award is in the best interests of the student.

   2.7 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 will be communicated to student within 20 working days of the decision via email.

   2.8 The Profession, Assessment and Awards Office will be responsible for processing approved requests and submitting awards for conferral by the University Council.

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

2.10 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).

2.11 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).

2.12 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).

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

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

3. RESPONSIBILITIES

Responsibilities are as set out in Section 2.

4. SCOPE OF PROCEDURES

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.

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").

Principal Award

The primary qualification that a student aims to achieve.

6. SCHEDULES

Schedule 1 – Definitions

7. RELATED DOCUMENTS/LINKS/FORMS

Admission and Enrolment Manual
Awards and Graduations Manual
Curtin Badging Conventions
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	1st April 2028

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	EM1920	Effective 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2110	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC11: LANGUAGE OF INSTRUCTION

1. **COMPLIANCE OBLIGATION SUPPORTED**

   Course Design, Approval and Review Policy

   Graduate Capabilities Policy

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:

   2.2.1   a full business case that has been reviewed including a full costing, cost-benefit analysis, risk analysis, review mechanisms and quality assurance mechanisms to ensure that the commercial viability of the course is established, and that appropriate support and infrastructure services are available for the course to be conducted in a LOTE;

   2.2.2   confirmation that all resources, appropriate support services, information, methods of evaluation, quality of teaching, moderation and review processes are equivalent to that which provided to a student undertaking the course or component conducted in English;

   2.2.3   evidence that all students will be provided with access to all relevant learning resources, instructions, policies, procedures and University information to successfully undertake their studies in both English and the relevant LOTE; and

   2.2.4   evidence that staff appointed by Curtin and the partner institution (where relevant) hold relevant disciplinary knowledge and qualifications and will be suitably qualified in both English and the other language.

   2.3   The outcomes of unit and course evaluations will be provided on request to students in the relevant LOTE. Results will be considered by Curtin, once they have been translated into English by suitably qualified and accredited professional translators who are fluent in both English and the other language. A staff member of suitable background may provide the translation where use of an accredited translator is cost prohibitive.

   2.4   If any part of the course of study or assessment leading to a Curtin award has been conducted in a LOTE, and is not delivered with the primary purpose of education in that language, this will be recorded on the testamur, transcript and Australian Higher Education Graduation Statement (AHEGS).

3. **RESPONSIBILITIES**

   Responsibilities are as set out in Section 2. In addition:

   3.1   Where Curtin offers courses or components in a LOTE, the Manager, Curriculum Transformation will report annually to Courses Committee on curriculum and teaching activities conducted in LOTE, in accordance with the Higher Education Standards Framework 7.2.2e.

4. **SCOPE OF PROCEDURES**

   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. **SCHEDULES**
   Schedule 1 – Definitions

7. **RELATED DOCUMENTS/LINKS/FORMS**

   Assessment and Student Progression Manual

Awards and Graduation Manual

Course and Component Approval Procedure

Policy Compliance Officer	Barbara Whelan, Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2111	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC12: LEARNING ANALYTICS

1. COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy

Graduate Capabilities Policy

2. PROCEDURAL DETAILS

2.1 Learning analytics will be used to validate and enhance the student learning experience and quality of learning outcomes. Learning analytics will also be used to 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:

2.6.1 provide consent prior to the collection of their data;

2.6.2 are allowed to update their own data at regular intervals; and

2.6.3 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.

3. RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1 The Manager, Curriculum Transformation (or nominee) will monitor the use and effectiveness of learning analytics to improve quality of learning and enhance the student learning experience, and report to Learning and Student Experience Committee on at least a two-yearly basis in accordance with the Higher Education Standards Framework B1.3, Clause 9.

4. SCOPE OF PROCEDURES

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. SCHEDULES

Schedule 1 – Definitions

7. 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	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2112	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC13: LEARNING RESOURCES

1. COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy

Graduate Capabilities Policy

2. PROCEDURAL DETAILS

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, which will be reported on through the Annual Unit Review process.

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, location and equity of access for all students.

2.3 When prescribing an essential learning resource, the Unit Coordinator will:

2.3.1 consider the learning and teaching strategies to ensure that learning resources will be relevant to the core unit learning outcomes of the specific unit;

2.3.2 consider the international (legal, political, social and cultural) context of campuses on which the units will be delivered and learning resources will be used;

2.3.3 ensure that teaching materials respect the local culture(s) where the unit is being delivered, and abide by local laws and regulations. Unit Coordinators should consult with their Faculty Dean Learning and Teaching, or the Deputy Vice-Chancellor Global where they are unclear of local cultures and laws, or where alignment may introduce conflict with Curtin Values or Learning Outcomes; and

2.3.4 ensure the resource can 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.

2.3.5 ensure it is available to students electronically at no cost;

2.3.6 ensure the resource contains a large portion of content required for the unit (reading, for exercises and/or discussion of key concepts); and

2.3.7 ensure it adheres to the principles of Universal Design.

2.4 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.

2.5 Through the course and unit approval process, the Unit Coordinator (or nominee) will notify the Library of essential learning resources at least 4 weeks before the commencement of teaching in the applicable study period to enable the timely acquisition of resources.

2.6 All essential learning resources will be listed in the Unit Outline and Reading lists and will be available electronically through the Library. Learning resources that students choose to purchase will be available regardless of study mode or location.

2.7 The University Librarian (or nominee) will ensure the availability of essential learning resources which are made available electronically through the Library. Unit Coordinators will communicate where these electronic resources must be made available to global campuses.

2.8 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*.

2.9 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 (or nominee) 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).

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

3. RESPONSIBILITES
Responsibilities are as set out in Section 2.

4. SCOPE OF PROCEDURES

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.

Learning Management System

A "Learning Management System" (LMS) is a software application designed to manage, deliver, and track educational courses and training programs. An LMS provides a central platform for educators and learners to interact, offering functionalities such as course registration, content delivery, assessment management, and tracking of learner progress. The use of LMSs facilitates the organisation of curriculum materials and enhances the learning experience by supporting both traditional classroom settings and online learning environments.

6. SCHEDULES
Schedule 1 – Definitions

7. RELATED DOCUMENTS/LINKS/FORMS
Copyright Procedures
Conflict of Interest Procedures
Designing for Accessibility and Inclusion
Reading Lists
Unit Outline Procedures

Policy Compliance Officer	Barbara Whelan, Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2113	Effective 1st April 2021
	Approved	10/01/2023	Deputy Vice-Chancellor, Academic	EM2301	
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC14: PEER REVIEW OF EDUCATIONAL PRACTICE (PREP)

1. **COMPLIANCE OBLIGATION SUPPORTED**

    Course Design, Approval and Review Policy

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 the collegial review of learning and teaching practices by an accredited reviewer in accordance with this procedure and associated guidelines. The outcomes of this process provide evidence of effective teaching practices, teaching excellence and identifies relevant learning and teaching development areas.

    2.4. All reviewers will receive training prior to conducting PREP and receive certification that acknowledges their training and approval as a reviewer.

    2.4.1 Certification as an approved reviewer will be valid for a period of three years.

    2.5. On completion, peer review reports will be lodged and recorded with the Teaching Excellence Team.

    2.6. Teaching Excellence will be responsible for:

    2.6.1 development and dissemination of appropriate PREP guidelines;

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

    2.6.3 certification of trained PREP reviewers;

    2.6.4 maintaining a register of certified PREP reviewers; and

    2.6.5 maintaining an archive of all formative and summative PREP reviews.

    2.7. Heads of School will be responsible for:

    2.7.1 ensuring all staff in a teaching role have opportunities to engage in PREP;

    2.7.2 incorporating PREP in the annual Performance and Career Planning Process as a teaching-related duty;

    2.7.3 monitoring academic staff completion of PREP and the workload for peer reviewers; and

    2.7.4 follow up on reviews.

    2.8. Staff in a teaching role will be responsible for:

    2.8.1 reflecting on and developing their teaching in accordance with the Academic Capability Framework;

    2.8.2 completing PREP, in accordance with this procedure, at least once every three years to inform their educational practice as per the *Academic Promotions Procedures*; and

    2.8.3 completing PREP as a mandatory element of applications for promotion from 2021 onwards as per the *Academic Promotions Procedures*.

3. **RESPONSIBILITIES**

    Responsibilities are as set out in Section 2. In addition

    3.1 The Manager, Curriculum Transformation will report annually to the Learning and Student Experience Committee on the outcomes, quality and plans for improvements to the PREP.

4. **SCOPE OF PROCEDURES**

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

Peer Review of Education Practice (PREP) Reviewer

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

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.

6. **SCHEDULES**
Schedule 1 – Definitions

7. **RELATED DOCUMENTS/LINKS/FORMS**
Academic Capability Framework
Academic Promotions Procedures
Curtin University Enterprise Bargaining Agreement 2022-2025
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	1st April 2028

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 10th February 2020
	Amended	11/07/2019	Deputy Vice-Chancellor, Academic	EM1941	Unconditional, Effective 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2115	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC15: PROFESSIONAL ACCREDITATION

1. **COMPLIANCE OBLIGATION SUPPORTED**

   Course Design, Approval and Review Policy

   Graduate Capabilities Policy

2. **PROCEDURAL DETAILS**

   2.1 In accordance with the Higher Education Standards Framework 3.1.5, 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.

   2.2 Professional Accreditation and/or Professional Recognition are recorded within Curtin systems at course level as follows:

   2.2.1 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.

   2.2.2 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.

   2.3 The Head of School/Area (or nominee), in consultation with the relevant Pro Vice-Chancellor and Deputy Vice-Chancellor, Academic, will submit to the Provost for endorsement any proposal for the initial accreditation of existing courses.

   2.4 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 body for accreditation or recognition.

   2.5 Equivalent courses, combined courses and courses that are part of a suite of nested courses will be accredited or recognised together by the professional body whenever possible and where appropriate.

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

   2.7 The Head of School/Area (or nominee) will be responsible for actioning any requirements provided by the relevant professional 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.

   2.8 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.

   2.9 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.

   2.9.1 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.

   2.9.2 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.

   2.10 The Head of School/Area (or nominee) will advise the Manager, Curriculum Transformation on an annual basis, or as otherwise requested by Courses Committee of:

   2.10.1 the professional accreditation status of all courses in the school/area;

2.10.2 any changes in University policy or procedures that may impact upon the accreditation of courses;

2.10.3 reports of any ongoing accreditation monitoring and reporting outcomes;

2.10.4 progress against post-accreditation Quality Improvement Plans for course development or improvement; and

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

3. RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1 The Manager, Curriculum Transformation will provide an aggregated report of the accreditation status of all Curtin courses to Courses Committee on an annual basis.

4. SCOPE OF PROCEDURES

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.

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.

6. SCHEDULES

Schedule 1 – Definitions
Schedule 2 – Levels of Change

7. RELATED DOCUMENTS/LINKS/FORMS

Higher Education Standards Framework (Threshold Standards) 2021

Policy Compliance Officer	Barbara Whelan, Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2116	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC16: SERVICE TEACHING

1. **COMPLIANCE OBLIGATION SUPPORTED**

   Course Design, Approval and Review Policy

   Graduate Capabilities Policy

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:

   2.1.1 prevent unnecessary duplication of units and other course components;

   2.1.2 facilitate collaboration amongst academics from across disciplines where an existing unit or component may be modified or a new unit or component created to meet the needs of the students from another discipline to ensure the content is owned and delivered by the discipline specific experts; or

   2.1.3 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

   2.1.4 ensure changes to units and components 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 comprehensive course reviews.

3. **RESPONSIBILITIES**

   Responsibilities are as set out in Section 2. In addition:

   3.1. 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.

4. **SCOPE OF PROCEDURES**

   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.

   Client

   A recipient School where service teaching is provided.

   Provider

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

   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.

6. **SCHEDULES**
   Schedule 1 – Definitions
   Schedule 2 – Levels of Change

7. **RELATED DOCUMENTS/LINKS/FORMS**
   Contract Management Framework

   Intellectual Property Policy

   Service Teaching Agreement

Policy Compliance Officer	Barbara Whelan, Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2117	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC17: SHORT FORM LEARNING

1. **COMPLIANCE OBLIGATION SUPPORTED**

   Course Design, Approval and Review Policy

   Graduate Capabilities Policy

2. **PROCEDURAL DETAILS**

   2.1   Curtin will offer a range of Short Form Learning opportunities, established by the University or a third party.

       2.1.1   Credit-bearing short form learning opportunities afford entry to, or potential formal credit towards, particular Curtin Award qualifications, provided it is consistent with the *Credit for Recognised Learning Policy* and the *Course Design Procedures*;

       2.1.2   Non-credit-bearing short form learning Opportunities do not require completion of assessment and may not afford the potential for formal credit towards particular Curtin award qualifications.

   2.2   Short form learning will be high quality and will enhance the Curtin brand.

   2.3   Credit-bearing Short form learning will:

       2.3.1   have a sound educational design and align with Graduate Capabilities in accordance with the *Graduate Capabilities Policy*;

       2.3.2   evidence achievement of specified learning outcomes at an AQF Level 5 or higher;

       2.3.3   be assigned notional credit point values in either 2.5, 5 or 12.5 credit point increments; and

       2.3.4   be managed, recorded and archived in the same way as Curtin units and award courses.

   2.4   The University may recognise successful completion of credit-bearing short form learning through credentials.

   2.5   Credit-bearing short form learning opportunities will be approved and managed through Curtin systems and committees

       2.5.1   Short form learning opportunities will have a Credential outline that includes information on the nature of the certificate to be provided upon successful completion of the short form learning e.g. information regarding privacy, fees, associated costs, and details on cancellation and refunds.

       2.5.2   Credit-bearing short form learning opportunities that are included as part of the structure of a Curtin Award course will be managed according to the *Course Approval Procedures*

       2.5.3   Credentials will be approved and managed according to the Curtin Badging Conventions

   2.6   Heads of School (or nominee) will approve non-credit-bearing short form learning that do not result in official enrolment at the University or for which only a Certificate of Participation is issued.

   2.7   In accordance with the *Admission and Enrolment Manual*, students will fulfil the requirements of the short form learning 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   Considering the requirements outlined int the *Assessment and Student Progression Manual*, a student who:

       2.8.1   Satisfactorily completes a non-credit-bearing short form learning opportunity will be issued with a verified digital Badge and/or a printed Certificate of Participation;

       2.8.2   Satisfactorily completes and passes the required assessment tasks of a credit-bearing short form learning opportunity, and has paid any associated fees, will be issued with a verified digital Badge, Certificate and/or printed Certificate of Completion.

   2.9   Certificates of Participation will be printed by the School/Area that delivers the non-credit-bearing short form learning, and consistent with the Format of Certificates procedure in the *Awards and Graduation Manual*.

2.10   The School/Area who delivers the non-credit-bearing short form learning, 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 short form 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 Graduation Manual*.

2.13   Digital Badges will be consistent with the requirements of the Curtin Badging Conventions.

3.   RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1   The Manager, Curriculum Transformation will report annually to Courses Committee on the range and quality of Short Form Learning offered by Curtin and plans for improvement in design, approval or development processes.

4.   SCOPE OF PROCEDURES

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.   SCHEDULES
Schedule 1 – Definitions
Schedule 2 – Levels of Change

7.   RELATED DOCUMENTS/LINKS/FORMS
Admission and Enrolment Manual
Assessment and Student Progression Manual
Awards and Graduations Manual
Curtin Badging Conventions
Credit for Recognised Learning Policy
Credit for Recognised Learning Procedures
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	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2114	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC18: STUDENT EVALUATION OF LEARNING AND TEACHING

1. COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy

Graduate Capabilities Policy

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 Director Learning and Teaching (LITEC) 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:

    2.2.1 align with the University Strategic Plan and priorities;

    2.2.2 represent the student voice at senior management decision making forums;

    2.2.3 are valid, reliable and managed at a consistently high standard; and

    2.2.4 adhere to appropriate ethical standards.

2.3 Students will be provided the opportunity to provide feedback on their learning experience in their course of study at regular intervals, through a range of instruments and approaches that informs continuous improvement in course and unit quality.

    2.3.1 Students will have the opportunity within the first half of the study period to provide formative feedback on their learning experience in each unit of study.

    2.3.2 Unit coordinators and teaching staff will discuss feedback and responses to feedback received in a timely manner.

2.4 Data obtained through student evaluation processes will be used in combination with other data to:

    2.4.1 identify areas of quality and excellence in learning and teaching;

    2.4.2 identify areas for improvement of the student learning experience and learning and teaching practices;

    2.4.3 inform annual unit and course reviews, comprehensive course reviews, school reviews; and

    2.4.4 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, except:

    2.5.1 If the feedback indicates a significant risk to personal safety or the safety of others, the identity of the student will be given to relevant authorities to ensure the student's safety or that of others.

    2.5.2 The Director, Risk, Compliance and Audit; Director People and Culture, the Academic Registrar (or nominee) and other relevant authorities may access any evaluation data in support of investigations.

2.6 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.

    2.6.1 Course Co-ordinators will ensure that the use of institutional TES do not over-burden

students.

2.7 The Head of School/Area may request that a staff member conduct an evaluation of their teaching using an approved teaching evaluation instrument/process.

2.8 Results from institutional Teaching Surveys will only be made available to the teacher who requests the survey 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 of teaching organisation.

2.9 Aggregated quantitative results from institutional unit and course evaluation surveys will be available to students and staff at Curtin.

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

2.11 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.

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

2.13 The Chief Strategy and Marketing Officer (or nominee) will be responsible for:

2.13.1 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;

2.13.2 managing the survey data collection process;

2.13.3 providing teaching organisations with regular updates on response rates during the data collection process;

2.13.4 reporting institutional response rates and data to Curtin staff and students; and

2.13.5 ensure data are analysed, reported and disseminated appropriately.

2.14 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.

3. RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1 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.

3.2 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.

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

3.4 In accordance with the Higher Education Standards Framework 5.3.5 and 5.3.6, the Manager, Curriculum Transformation (or nominee) will be responsible for:

3.4.1 supporting the student evaluation processes through the provision of guidelines, professional learning and support for University staff;

3.4.2 ad hoc analysis and interpretation of student evaluation outcomes by course, location and mode of delivery and routine validation exercises;

3.4.3 monitoring and communicating student evaluation outcomes to the Learning and Student Experience Committee on at least an annual basis; and

3.4.4 formulating recommendations, in consultation with Deans Learning and Teaching, to guide improvement in the quality of learning and teaching and the student experience.

4. SCOPE OF PROCEDURES

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.   SCHEDULES

Schedule 1 - Definitions

7.   RELATED DOCUMENTS/LINKS/FORMS

Academic Capability Framework
Code of Conduct
Curtin University Enterprise Bargaining Agreement 2022-2025
Designing for Accessibility and Inclusion
Disclosure of Personal Information Procedures
Higher Education Standards Framework 2021
Learning Analytics Procedure
Statute No.10 - Student Discipline and Associate Rules
Student Charter

Policy Compliance Officer	Barbara Whelan, Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2118	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC19: UNIT OUTLINES

1.   COMPLIANCE OBLIGATION SUPPORTED

Course Design, Approval and Review Policy

Graduate Capabilities Policy

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:

2.2.1 relevant details for Unit Coordinator, Campus Unit Coordinators, Co-assessor and relevant teaching staff;

2.2.2 approved unit details drawn directly from the relevant university system(s);

2.2.3 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);

2.2.4 an Acknowledgment of Country; and

2.2.5 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:

2.3.1   any essential 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;

2.3.2   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;

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

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

2.3.5   legislative and procedural requirements, travel and costs related to Work Integrated Learning (WIL) activities;

2.3.6   any variation in requirements relevant to specific cohorts or transnational delivery;

2.3.7   the nature, location and total hours expected of students undertaking off-campus WIL learning activities or placements;

2.3.8   any approved incidental student fees or charges required to be paid by the student or details of where this information is available;

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

2.3.10 any essential and recommended learning resources;

2.3.11 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;

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

2.3.13 specific requirements for what facilitates a pass for the unit; and

2.3.14 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:

2.5.1 Late assessments not being permitted;

2.5.2 Assessment extensions not being permitted; and

2.5.3 Further assessments not being permitted.

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

2.6.1 a statement regarding the use of learning analytics relating to a student's engagement in their unit of study;

2.6.2 if a specific edition of a learning resource is required or if a prior edition will suffice;

2.6.3 if library reading lists (subject to copyright legislation) are available as an alternate to purchasing the text; and

2.6.4 if the learning resource is to be used in several units, students should be advised which other units the resource is used.

2.7 Credential Outlines will provide specific information detailing the requirements for completion of the credential. Credit-bearing short form learning opportunities will provide Credential Outlines, including the following information:

2.7.1 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);

2.7.2 relevant details of the teaching staff;

2.7.3 learning outcomes and their relation to assessment;

2.7.4 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;

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

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

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

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

2.7.9 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. RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1 The Manager, Curriculum Transformation (or nominee) will monitor and report on Unit Outline publication rates through the Annual Unit Review process.

4. SCOPE OF PROCEDURES

All students, staff and associates involved in learning and teaching, and all Curtin units and credentials 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. SCHEDULES

Schedule 1 – Definitions
Schedule 2 – Levels of Change

7. RELATED DOCUMENTS/LINKS/FORMS

Assessment and Student Progression Manual
Designing for Accessibility and Inclusion
Fieldwork (Work Integrated Learning) Policy
Fieldwork (Work Integrated Learning) Procedures
Learning Analytics Procedures
Learning Resources Procedures
Short Form Learning Opportunities Procedure
Work Integrated Learning Procedures

Policy Compliance Officer	Barbara Whelan, Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2119	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

PC20: WORK INTEGRATED LEARNING

1. **COMPLIANCE OBLIGATION SUPPORTED**

   Course Design, Approval and Review Policy

   Graduate Capabilities Policy

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.

       2.1.1 WIL activities that require *external* curricular and/or co-curricular activities are designated as "Fieldwork" activities, as well as WIL activities. These activities are managed according to the *Fieldwork (Work Integrated Learning) Policy* and *Fieldwork (Work Integrated Learning) Procedures*, as well as this procedure.

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

       2.2.1 Units that have fieldwork activities will be identified in the curriculum management system as fieldwork units.

       2.2.2 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.

       2.2.3 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:

       2.3.1 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;

       2.3.2 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;

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

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

       2.3.5 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

       2.3.6 Evaluating WIL practices and activities as part of regular curriculum review.

   2.4 All fieldwork for WIL 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 of teaching organisation), in consultation with the relevant Pro Vice-Chancellor of a Global Campus (where applicable), will ensure that:

       2.5.1 students complete an approved induction or Fieldwork preparation program before commencing WIL fieldwork activities;

       2.5.2 WIL fieldwork activities and supervision are of high quality, as outlined in Clause 3.1;

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

2.5.4 staff and supervisors will complete an approved training program to prepare them for their roles and responsibilities in relation to WIL fieldwork and are provided with appropriate support and resources;

2.5.5 WIL fieldwork partners are aware of their roles and responsibilities in relation to fieldwork and provided with support and resources where appropriate; and

2.5.6 Global Curtin is consulted to ensure availability for in-country support and compliance with international legislation for offshore availabilities.

3. RESPONSIBILITIES

Responsibilities are as set out in Section 2. In addition:

3.1 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:

3.1.1 quality of student experience and learning outcomes;

3.1.2 quality of WIL fieldwork site and supervision;

3.1.3 WIL fieldwork management and compliance;

3.1.4 viability and sustainability of WIL fieldwork placements and partner capacity; and

3.1.5 value for staff, partner/s and university.

3.2 The Manager, Curriculum Transformation (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, in accordance with the Higher Education Standards Framework 5.4.1.

4. SCOPE OF PROCEDURES

All students, staff and associates 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 in an employment relationship with a work placement provider; or

c) undertakes workplace or community-based activities not coordinated or related to degree, course or unit requirements.

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.

Employability

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

6. SCHEDULES
Schedule 1 – Definitions

7. RELATED DOCUMENTS/LINKS/FORMS
Curtin Extra Policy
Curtin Extra Procedures
Curtin Work Integrated Learning website
Designing for Accessibility and Inclusion
Fieldwork (Work Integrated Learning) Policy

Policy Compliance Officer	Barbara Whelan, Manager, Curriculum Transformation
Policy Manager	Deputy Vice Chancellor, Academic
Approval Authority	Deputy Vice Chancellor, Academic
Review Date	1st April 2028

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 10th February 2020
	Approved	09/03/2021	Deputy Vice-Chancellor, Academic	EM2120	Effective 1st April 2021
	Approved	11/12/2024	Deputy Vice-Chancellor, Academic	EM2432	Effective 1st April 2025

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 multiple policies and procedures in this manual.

Academic integrity

The ethical code and moral principles of an academic institution. It involves the commitment to honesty, trust, fairness, respect, and responsibility in academic settings. Key aspects of academic integrity involve avoiding plagiarism, ensuring proper citation of sources, maintaining confidentiality in research, and upholding standards of conduct in exams and assignments.

Annual Unit Review

The annual monitoring of a unit with regard to the learning and teaching quality, resources and viability to identify and implement initiatives for enhancement of the unit.

AQF (Australian Qualifications Framework)

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates qualifications from each education and training sector into a single comprehensive national qualifications framework.

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.

Award Course

A structured program of study designed to lead to a qualification that can be conferred upon completion. This type of course must adhere to the specifications outlined in the AQF and is designed to provide students with the knowledge and skills aligned with the level of qualification being sought.

Badge

A "Badge" refers to a credential that is obtained through participation alone, without any assessment requirement. This defines it in opposition to other credential types that involve an evaluation of learning or competency.

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 Coordinator

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

Capstone

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.

Co-assessor

The Co-assessor assists the Unit Coordinator to ensure that appropriate assessment practices are being executed within the unit, as outlined in the *Assessment and Student Progression Manual*.

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.

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 Reviews (CCR)

Comprehensive Course Reviews 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.

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 in 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 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.

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.

Deactivation

Refers to the process of removing a course or component from offer.

Double Degree

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

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.

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).

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.

Graduate Capabilities

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

Head of School / Owning Area

Head of School, or equivalent for study packages owned by a Faculty or other owning area.

Higher Degree by Research (HDR) student

A Higher Degree by Research (HDR) student is a student who is enrolled in a research course.

Higher Education Standards Framework

The Higher Education Standards Framework is established under the Tertiary Education Quality and Standards Agency (TEQSA) Act, and sets the quality standards for higher education providers offering courses in Australia.

Learning analytics

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

Learning Outcomes

Learning Outcomes are clearly defined statements that articulate what students are expected to know, understand, and be able to do upon the successful completion of a course or unit. These outcomes are essential as they guide the teaching and learning process, ensuring that both educators and learners are aligned in their expectations.

Learning Resources

Materials and tools that support the learning process, such as textbooks and other essential reference material. Software is not included in this definition.

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.

Mode(s) of delivery / attendance

Refers to how a course or unit is conducted and delivered, specifically indicating the medium through which instruction occurs.

Nested 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.

Nested 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.

OUA (Open Universities Australia)

OUA stands for "Open Universities Australia." It is referenced in the context of course locations, where units and courses are offered either at Curtin OUA or Curtin Perth.

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.

Postgraduate Coursework 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.

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.

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.

Reactivation

Refers to the process of reapproval of a course or component that was previously approved for deactivation.

Reading List

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

School/Area

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

Short Form Learning

Learning opportunities offered by Curtin University. Short Form Learning Opportunities are either credit-bearing, which afford entry to, or potential formal credit towards, particular Curtin Award qualifications, or non-credit-bearing, which do not require completion of assessment and may not afford the potential for formal credit towards particular Curtin award qualifications.

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.

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 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.

Tertiary Education Quality and Standards Agency (TEQSA)

The Tertiary Education Quality and Standards Agency (TEQSA) is an independent Australian government authority, which regulates and ensures the quality and standards of higher education providers in Australia.

Testamur

A testamur is an official certification document that confirms a qualification has been awarded to an individual. In Australia, it may also be referred to as an 'award', 'parchment', 'laureate', or 'certificate'.

Transcript

According to the Australian Qualifications Framework (AQF), a "transcript" can also be called a "record of results," "academic transcript," "record of achievement," or "statement of results." These are records of all learning leading to an AQF qualification or an accredited unit in which a student is enrolled and are issued by an authorised issuing organisation.

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 arrangements for replacing core and optional components 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.

Work Integrated Learning (WIL)

An umbrella term used for a range of approaches and strategies (including fieldwork) that integrate theory with the practice of work within purposefully designed curricular and co-curricular programs.

Schedule 2: Levels of Change

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 -** Head of School (or nominee)
Study Package Type	**Change**	**Change to.**
All	**Text**	OUA-only text
Course / Component	**Non-Award Learning Opportunity**	Informal Non-Award Learning Opportunity – creation or deactivation (does not lead to formal credit)
Course / Component	**Structure**	Add/Remove existing units in an option list
Course / Component	**Structure**	Move unit into a different study period within the same year level.
Course / Component	**Structure**	Structure Notes
Course / Component	**Text**	Text: Additional Expenses
Course / Component	**Text**	Text: Career Opportunities
Course / Component	**Text**	Text: Completion Details
Course / Component	**Text**	Text: Credit for Recognised Learning
Course / Component	**Text**	Text: Entry / Completion Note / Course Switcher Criteria
Course / Component	**Text**	Text: Overview
Course / Component	**Text**	Text: Overview note
Course / Component	**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 Scheduling
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 (not published)

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 / Component	**Delivery**	Learning Outcomes - Course/Major
Course / Component	**Entry Requirements**	Change an existing award course to be exit only
Course / Component	**Structure**	Add / Remove existing units in an alternate core list
Course / Component	**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 / Component	**Structure**	Service Teaching Arrangements
Course / Component	**Structure**	Structural change that is less than one-third of the credit points and does not involve units moving years
Course / Component	**Structure**	Structure change to add / remove *existing* Specialisation / Minor / Stream (that does not impact awards)
Course / Component	**Structure**	Structural change to align with unit availabilities where transitional arrangements will need to be determined
Component	**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 & Central Courses Committee		**Final Approval -** Deputy Vice-Chancellor, Academic
Study Package Type	**Change**	**Change to.**
Course / Component	**Awards**	Adding an existing course to the list of approved intermediate / exit awards
Course / Component	**Delivery**	New, Variation to or discontinuation of CRICOS code
Course / Component	**Entry Requirements**	Change an existing exit / intermediate award to allow entry
Course / Component	**Short form learning**	Addition of credit-bearing short form learning opportunity as course requirement
Course / Component	**Short form learning Opportunity**	Creation of a new credit-bearing short form learning opportunity
Course / Component	**Structure**	Structure change to add *new* Specialisation / Minor / Stream
Course / Component	**Structure**	Structure change to add/remove Major

Course / Component	Structure	Structure change to more than one-third of the credit points OR other significant changes (includes units moving years) (transition plan required)
Course / Component	Text	Changes to Course Entry Requirements (Prerequisite Requirements)
Course / Component	Text	Changes to Inherent Requirements
Component	Deactivation	Deactivation – Major / Stream / Specialisation / Minors
Component	New	Creation of New Majors / Streams/ Specialisations / Minors
Component	Reactivation	Reactivation - Components
Component	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 & Central 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		
Approval Pathway - Manager, Curriculum Transformation		**Final Approval -** Deputy Vice-Chancellor, Academic
Study Package Type	Change	Change to.
All	All	Administrative changes