

## Structure and Design Conventions

- 1.1 Course Design, Review and Approval will consider the following elements:
  - 1.1.1 embedding of academic integrity, English language Proficiency and communication skills development, Curtin Graduate capabilities, Work integrated learning (WIL), Indigenous Perspectives, Knowledges and Cultural Competencies (IPKCC), Technology-Enhanced Learning and global mobility opportunities in the curriculum as appropriate based on the volume of learning and the discipline area, and research integrity skills;
  - 1.1.2 feasibility, viability and sustainability;
  - 1.1.3 the market, industry and/or strategic relevance;
  - 1.1.4 the replacement by another course or component and/or opportunity for service teaching;
  - 1.1.5 course requirements and inherent requirements;
  - 1.1.6 the impact of changes on students' attainment of the course learning outcomes or academic progression through the course;
  - 1.1.7 the recommendations of Advisory groups, CCR, an external professional accreditation panel or higher education regulatory agency as applicable;
  - 1.1.8 the impact upon relevant marketing and business processes and government reporting;
  - 1.1.9 any other accreditation requirements and/or contractual arrangements involving other providers/students.
- 1.2 Courses will be approved only where it is demonstrated how the development of the elements outlined in 1.1.1 above have been embedded throughout the course through curriculum design, learning opportunities, assessment and feedback practices.
- 1.3 In order for students to develop and demonstrate learning outcomes and Curtin Graduate Capabilities, course, component and credential design and delivery will:
  - 1.3.1 reflect a sound educational philosophy based upon contemporary knowledge, advances in professional practice and/or research/scholarship;
  - 1.3.2 reflect contemporary principles of curriculum design and delivery, including application of Universal Design;
  - 1.3.3 consider study package requirements, inherent requirements and potential reasonable adjustments to successfully complete the offering;
  - 1.3.4 provide a range of accessible, authentic and engaging learning activities and resources suitable for a diverse cohort of learners; and
  - 1.3.5 embed academic integrity, English language development, Curtin Graduate capabilities, Work integrated learning (WIL), research integrity skills, Indigenous Perspectives, Knowledges and Cultural Competencies (IPKCC) and global mobility opportunities in the curriculum as appropriate based on the volume of learning and the discipline area.
- 2.1 Coursework study packages are assigned a credit value according to the learning outcomes, assessment and workload associated with the study package. A 200 credit point study package is 1 EFTSL and a 25 credit point study package equates to 0.125 EFTSL.
  - 2.1.1 A 25 credit point study package will typically reflect 150 hours of engagement in

learning (inclusive of scheduled teaching activities, directed self-learning, assessment preparation and personal study) over a study period.

- 2.2 Standard credits for study packages are as follows:
  - 2.2.1 Coursework units will consist of workloads of 12.5, 25, 50, 62.5, 75, 100, 150 or 200 credit points.
- 2.3 Standard credits for structured study packages are as follows. These study packages are made up of a combination of sub-components, such as units and/or badges
  - 2.3.1 Minors and specialisations will be 100 credit points.
  - 2.3.2 Single majors will be at least 200 credit points.
  - 2.3.3 Undergraduate Certificates will be 100 credit points.
  - 2.3.4 Associate degrees will be 400 credit points.
  - 2.3.5 Bachelor degrees will be at least 600 credit points.
  - 2.3.6 Bachelor honours degrees will be 200 credit points when stand-alone, or embedded within a Bachelor degree that is at least 800 credit points.
  - 2.3.7 Graduate Certificates will be 100 credit points.
  - 2.3.8 Graduate Diplomas will be 200 credit points.
  - 2.3.9 Masters by Coursework will be at least 200 credit points
- 3.1 Units may be offered as core (including alternates), options and/or elective units in structured study packages.
  - 3.1.1 Capstone units will typically comprise a minimum of 25 credit points in the final year of a degree and will be assessed by Curtin University.
  - 3.1.2 Core units at level 200 and above will be assessed by Curtin University.
  - 3.1.3 A course will contain no more than two 12.5 credit point units.
  - 3.1.4 Stand-alone elective units will typically be 25 credit points.
- 3.2 Each unit will have a unique set of unit learning outcomes mapped to the Curtin Graduate Capabilities, AQF qualification levels and Professional Competencies if applicable.
- 3.3 Curriculum design for each unit will include assessment tasks that align with and evidence the achievement of the unit learning outcomes.
- 3.4 Units will be equivalent when delivered across multiple modes of delivery and/or locations, including Open Universities Australia (OUA).
  - 3.4.1 Units will have identical syllabi, titles, fields of education, credit values and unit learning outcomes.
  - 3.4.2 Any requisites will be equivalent across unit offerings.
  - 3.4.3 Assessments will be consistent in assessment type, weighting and criteria, but may be contextualised for specific requirements according to mode of delivery and/or Curtin location.
- 3.5 There will be no zero-credit point units in coursework courses, except where required for recording unique student study plans.
- 3.6 Thesis units of zero credit point value will only be offered in Higher Degree by Research courses.
- 3.7 The use and approval of integrated UG/PG units (previously called co-taught units) is restricted to courses where the undergraduate syllabus is an appropriate inclusion in an enabling/foundation course; or in a postgraduate course designed to cater for new-to-discipline students; or where the foundational knowledge is equivalent for undergraduate and postgraduate study required for entry to a profession (as determined

under professional accreditation).

- 4.1 Minors and Specialisations consist of 100 credit points.
  - 4.1.1 In an undergraduate course, a specialisation typically consists of:
    - at least 50 credit points at the 200 level; or
    - at least 50 credit points at 300 level; and
    - no elective units.
  - 4.1.2 In postgraduate courses, a specialisation typically consists of:
    - at least 50 credit points at the 500 level; or
    - at least 50 credit points at 600 level; and
    - no elective units.
- 4.2 Minors and Specialisations have clear learning outcomes that align to unit learning outcomes and graduate attributes, and may be aligned to course learning outcomes and/or professional competencies.
- 4.3 A single bachelor degree will typically contain maximum of two specialisations regardless of whether they are:
  - 4.3.1 a specialisation;
  - 4.3.2 a complementary specialisation;
  - 4.3.3 an extension specialisation;
  - 4.3.4 a pre-master specialisation.
- 4.4 Streams are generally linked to courses or majors (but may be contained within other streams) and appear on a student's transcript, but not their testamur. Streams are not included in the award title for a course, unless they are an honours stream.
- 5.1 A single major in an undergraduate course will typically consist of 200 credit points and is a prescribed set of discipline-specific or multidisciplinary units.
  - 5.1.1 In undergraduate courses, a single major typically consists of:
    - a minimum of 75 credit points at the 200 level;
    - a minimum of 75 credit points at 300 level;
    - a maximum of 50 credit points in common with another major (with alternate core units);
    - a maximum of 50 credit points of units at first year level, and
    - at least two fully online units.
  - 5.1.2 A single major in a three year, Undergraduate Specialist Award Course will comprise 200 credit points. or between 200-300 credit points in a four year specialist undergraduate course.
  - 5.1.3 In postgraduate courses a single major:
    - typically consists of 200 credit points with at least 100 credit points at the 600 level in 300-400 credit point master degrees; and
    - does not co-exist with a specialisation in 200-300 credit point master degrees.
- 5.2 Double and defined Double majors within each undergraduate course will have identical entry requirements with that of the course in which they are situated.
  - 5.2.1 A defined Double major will have its own Major Code and Title.
- 5.3 A Double major will consist of a prescribed set of discipline-specific or multidisciplinary units with a minimum of 400 credit points, and is a combination of two approved single majors. A Double major will require a student to complete the full requirements of both

single majors and the course.

- 5.4 A Double major will include:
- 5.4.1 at least 150 credit points at the 200 level;
  - 5.4.2 at least 150 credit points at the 300 level;
  - 5.4.3 up to 50 credit points of units with prerequisite units at first year level.
- 5.5 A defined Double major will consist of a prescribed set of units with a minimum of 400 credit points at 200 and 300 level including:
- 5.5.1 a minimum of 150 credit points at the 200 level;
  - 5.5.2 a minimum of 150 credit points at 300 level;
  - 5.5.3 up to 50 credit points of units with prerequisite units at first year level.
- 6.1 Undergraduate certificates will:
- 6.1.1 Be designed to meet the learning outcomes comparable with AQF Level 5, 6 or 7 criteria and meet the course design requirements applicable to an Undergraduate Certificate of the AQF
  - 6.1.2 Consist of 100 credit points of units over 1 semester;
  - 6.1.3 Be fully embedded in an undergraduate award course
- 6.2 Associate degrees will:
- 6.2.1 be designed to meet the learning outcomes comparable with AQF Level 6 criteria and meet the course design requirements applicable to an Associate degree of the AQF;
  - 6.2.2 consist of 400 credit points of units over two years which may be structured as majors or specialisations; and
  - 6.2.3 contain 200 to 250 credit points at first year level; and
  - 6.2.4 only include units at sub-bachelor levels that will not undermine the integrity of any related bachelor degree course being delivered; and
  - 6.2.5 not contain enabling or bridging units or units that are “contribution exempt only”.
- 6.3 Bachelor degrees will:
- 6.3.1 be designed to meet the learning outcomes comparable with AQF Level 7 criteria and meet the course design requirements applicable to a Bachelor degree of the AQF;
  - 6.3.2 Consist of 200 credit points per year of units which may be structured as majors and/or specialisations; with no more than 250 credit points of first level units, and
  - 6.3.3 Reflect one of the following structures:
    - three year degree or its equivalent in credit points;
    - four year degree or its equivalent based upon professional accreditation requirements; or
    - a Double degree which allows students to graduate with two degrees in a shorter course duration than required to complete those degrees independently.
- 6.4 Bachelor Honours degrees will:
- 6.4.1 be designed to meet the learning outcomes comparable with AQF Level 8 criteria and the Bachelor Honours degree descriptor and meet the course design requirements and volume of learning applicable to a Bachelor Honours degree;
  - 6.4.2 make clear the relationship between the learning outcomes in the Level 8 criteria, the qualification type descriptor, and the discipline;

- 6.4.3 provide the foundations of research training which develops the student's discipline-specific knowledge and skills to plan and execute a project and/or a piece of research and scholarship with some independence;
- 6.4.4 include at least 100 credit points of research training and supervised research activity located within the discipline, professional practice or across disciplines, which may be embedded and explicitly evidenced across several years;
- 6.4.5 identify the units which will be used to assess the class of Honours to be awarded to the student upon completion;
- 6.4.6 be structured as a one-year End-on Honours degree, a four year Embedded Honours degree or Entire Course Honours degree:
  - a bachelor End-on Honours degree will consist of 200 credit points of units that will not include any level 100, 200 or 300 units;
  - a bachelor Embedded Honours degree will comprise 800 credit points, which includes a minimum of 200 credit points of level 300 and 400 units embedded in the bachelor degree and a Bachelor level exit award; and
  - an Entire Course Honours degree will comprise 800 credit points, including 100 credit points of advanced coursework in the final year and a Bachelor level exit award.
- 7.1 Postgraduate courses, other than Graduate Entry Master and Extended Master degrees,
  - 7.1.1 will not include undergraduate units; and
  - 7.1.2 will not have more than 50 credit points of co-taught units.
- 7.2 The learning outcomes of Graduate Certificate and Graduate Diploma degrees will be comparable with AQF Level 8 criteria and meet the course design requirements applicable to Graduate Certificate and Graduate Diploma degrees of the AQF.
- 7.3 Graduate Certificate and Graduate Diploma courses will typically be nested in a Master program.
- 7.4 A Graduate Certificate will (i) consist of 100 credit points, and (ii) will be designed for students who meet the course entry requirement of holding a Bachelor degree or equivalent credit gained for recognised learning.
- 7.5 A Graduate Diploma will (i) consist of 200 credit points, and (ii) will be designed for students who meet the course entry requirement of holding a Bachelor degree, a Graduate Certificate, or equivalent credit gained for recognised learning.
- 7.6 Postgraduate Certificates and Postgraduate Diplomas are non-AQF courses that may be approved for offer and delivery leading to an award, only in countries where the award complies with the local higher education regulatory requirements.
  - 7.6.1 The learning outcomes of a Postgraduate Certificate or Postgraduate Diploma will be comparable with AQF Level 8 criteria and meet the course design requirements applicable to a Graduate Certificate or Graduate Diploma of the AQF.
- 7.7 The learning outcomes of a Coursework Master degree will be comparable with AQF Level 9 criteria and meet the course design requirements applicable to a Master degree of the AQF.
- 7.8 Curtin will offer four types of Coursework Master degrees: a Master degree, Graduate Entry Master degree, Stackable Master degree and a Master degree (Extended).
- 7.9 The volume of learning will reflect course learning outcomes, characteristics of students entering the program and professional accreditation requirements (where relevant).
  - 7.9.1 Courses will be designed for students who meet the course entry requirement of either:
    - a Bachelor degree in a different field of study;

- a Bachelor degree in a related field of study;
  - a Bachelor degree and a Graduate Certificate in a different field of study, or equivalent;
  - a Bachelor degree and a Graduate Certificate/Graduate Diploma in a related field of study; or
  - an 800 credit point bachelor degree in a related field of study.
- 7.10 Entry requirements for a Master degree (Coursework), Graduate Entry Master degree (Coursework) or Master degree (Extended) will not include a set course weighted average for previous studies, but may state that entry to the course is competitive and a strong academic achievement is required.
- 7.11 Any major within a Master degree (Coursework) or Master degree (Extended) will require a minimum of 200 credit points of which 150 are unique to the major, excluding the research training and research/ capstone/ professional practice/ scholarship units.
- 7.12 A Stackable Master degree (Coursework) will:
- 7.12.1 develop a graduate's knowledge and skills to plan and execute a substantial research- based project, capstone experience and/or piece of scholarship;
  - 7.12.2 contain at least 200 credit points per year and a total volume of 200-400 credit points;
  - 7.12.3 contain a permissible intermediate award within the Master degree; and
  - 7.12.4 comprise either:
    - two 100 credit point stacks focused on a discipline/theme and a 100 credit point stack focused on research training and research, capstone experience or scholarship; or
    - a 100 credit point stack focused on a discipline/theme and a 200 credit point Graduate Diploma (or equivalent) that includes 100 credit points focused on research training and research, capstone experience or scholarship.
- 7.13 A Master degree (Coursework) will:
- 7.13.1 develop a graduate's knowledge and skills to plan and execute a substantial research- based project, capstone experience and/or piece of scholarship;
  - 7.13.2 contain 200 credit points per year, with a focus on scholarship or professional practice;
  - 7.13.3 contain a sequence of specified units, a major or a specialisation; and
  - 7.13.4 include 100 credit points, or equivalent, focused on research training/ research activity, capstone experience or scholarship.
- 7.14 A Master degree (Extended) is a specialist degree that will:
- 7.14.1 develop a graduate's contemporary discipline knowledge and research skills to plan and execute a substantial, independent research-based or practice-based project, or capstone experience;
  - 7.14.2 specifically focus on the discipline and its professional practice and will be typically 3-4 years in duration following a 3-year Bachelor qualification;
  - 7.14.3 include no more than 30% co-taught units and 30% undergraduate units;
  - 7.14.4 contain at least 200 credit points per year; and
  - 7.14.5 include 100 credit points, or equivalent, focused on research training and a research project, or practice-based project or capstone experience.
- 7.15 A Graduate Entry Master degree (Coursework) is a specialist degree that will:
- 7.15.1 prepare graduates for eligibility to practice in a regulated profession;

- 7.15.2 prepare graduates for professional practice and provide a pathway for further learning
- 7.15.3 include no more than 30% co-taught units and 30% undergraduate units;
- 7.15.4 contain at least 200 credit points per year; and
- 7.15.5 include 100 credit points, or equivalent, focused on research training and research- or practice-based project or capstone experience.
- 7.16 Master of Research and Master of Philosophy degrees will consist of a thesis, or a combination of coursework, research training units and thesis in which the research training/research component, including the thesis, is no less than two thirds of the program.
- 7.17 The learning outcomes of a Doctoral degree will be comparable with AQF Level 10 criteria and meet the course design requirements applicable to a Doctoral degree of the AQF.
- 7.18 A Curtin Doctoral (Research) degree:
  - 7.18.1 will have a structure consisting of a single doctoral thesis unit (0 credit points); and
  - 7.18.2 may also include research methods or coursework units provided these do not exceed one third of the total course duration.
- 7.19 A Curtin Doctoral (Professional) degree will have:
  - 7.19.1 a structure consisting of theoretical coursework or advanced professional practice and a research component situated in a professional context;
  - 7.19.2 the coursework component not exceeding one third of the total course duration.
- 8.1 Curtin offers Horizontal Double degree courses at the same AQF level.
- 8.2 The establishment of a Double degree in existing disciplines will be regarded as a new teaching development.
- 8.3 Both disciplines in a Horizontal Double degree will be integrated throughout the entire course structure, including level 200 and 300 units from each discipline as flat structure that defines the sequence of units to be studied.
  - 8.3.1 The organisation of units in the Double degree may allow completion of one degree before the second degree.
- 8.4 The minimum completion requirements of a Double degree course will be a combination of the minimum completion requirements for each individual award course in the Double degree.
- 8.5 Double degree courses will be designed in a manner that enables students to complete the units of each discipline in an appropriate order and within the standard duration of the course.
- 8.6 Credit will be granted for specified units that are components of one of the partnered courses which will result in the duration of any Double degree being less than if the two degrees were studied separately.
- 8.7 The owning area for the Double degree will nominate a Course Coordinator who will be responsible for the administration of the Double degree course. Administration of the Double degree includes the constitution of an Advisory Board, a Board of Examiners with members from each of the disciplines and management of ACR and CCR.
  - 8.7.1 Where one of the individual degrees in a Double degree structure is subject to professional accreditation, the owning area will be the school/area responsible for the accredited degree.
- 8.8 Bachelor Double degrees:

- 8.8.1 will have a volume of learning at least one year of full time study beyond the length of the longest single degree;
  - 8.8.2 will consist of 200 credit points per year of units which may be structured as majors and/or specialisations; and
  - 8.8.3 may contain more than 250 credit points of units at first year level.
- 8.9 A student may elect or be invited to undertake an Honours year in one or both degrees but not concurrently if Honours is to be undertaken for both degrees. Where an Honours program is an additional year to the normal single pass degree, such students will enrol in the single honours program which will result in a total duration of study exceeding that of the Double degree.
- 8.10 Master Double degrees will:
- 8.10.1 consist of at least 200 credit points per year of units that may be structured as majors and/or specialisations;
  - 8.10.2 contain a minimum of 100 credit points at the 700 level of each Master degree;
  - 8.10.3 have all units integrated and specified in the sequence in which they should be studied;
  - 8.10.4 the research/ capstone/ professional practice/ scholarship component of the combined degree will be a minimum of 100 credit points and will not comprise more than one third of the total credit points for each course; and
  - 8.10.5 the course design will decrease the volume of learning of undertaking both Master degrees separately by a minimum of 100 credit points.
- 8.11 Accelerated Bachelor Master degrees will consist of:
- 8.11.1 a combination of a Bachelor degree or Bachelor Embedded Honours degree with a Master (Coursework) degree; with
  - 8.11.2 a minimum of 200 credit points per year in units which may be structured as majors and/or specialisations; and
  - 8.11.3 at least 200 credit points at first year level in the Bachelor degree.
- 8.12 The course design will include a pre-master specialisation in the Bachelor degree.
- 8.13 Satisfactory completion of the pre-masters specialisation and the Bachelor (or Bachelor Honours) course will be the pre-requisite for entry to the Master degree.