

CASIMS

Course Document Guidelines

Amalgamated guidelines for all document types

v. July 2016

- policy link amendments

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PART A: APPROVAL

CURRICULUM DEVELOPMENT

Scoping

Appr ☒ Review ☐

Please include the following information:

- UCPC approval resolution, and
- UCPC Course Template: Description of Proposal
- Attach full UCPC documentation (UCPC Full Template or Brief Template) to Appendix section. [ADDIT APPENDICES](#)

Note: It is not expected that significant change to the intent of the proposed course or to its resourcing needs will occur during this process. Any such significant change will result in the proposal being referred back to the UCPC and may lead to the withdrawal of approval to offer the program.

Curriculum Development Summary

Appr ☒ Review ☐

Provide a summary of the processes and outcomes of the course curriculum development. Such information will include a general overview of the advisory/decision making procedure, the course curriculum and its aims, and the course delivery processes including any need for service teaching. Provide any other information which will facilitate a deeper understanding of subsequent fields in this course curriculum component of the Course Approval document.

WORKING PARTY

CSU Staff Involved in Development

Appr ☒ Review ☐

List the names and titles of CSU staff who contributed to the development of this course.

Advisers

Appr ☒ Review ☐

List those individuals external to CSU whose advice has been sought in the development of this course as a result of particular expertise. For each individual, give their position and briefly describe the nature of their expertise/reason for their inclusion in this process so that it is clear which of the policy objectives (see [Course Accreditation Policy - Course Advisory Process](#)) have been addressed by their input. Where individuals are involved in the development process as members of a professional body, and where that professional body has played a part in the development process, the names of those individuals and their contribution should be detailed in the next sub-field ([Professional Bodies](#)).

Double Degrees: CASIMS automatically inserts "Not required".

Professional Bodies

Appr ☒ Review ☐

Identify any professional body that has played a part in the development of the course, either for accreditation purposes or other reasons, and describe the extent of that body's involvement in the development process. This should include details of any recommendations made by the professional body.

Double Degrees: CASIMS automatically inserts "Not required".

ADVISORY PROCESS

Advisory Process

Appr ☒ Review ☐

Describe the advisory process that has been employed in terms of the following:

- the type(s) and frequency of interaction that have taken place; and
- the input (including any specific recommendations) provided individually or collectively by those listed in the sub-field Advisers above.

Documentation from the advisory process that deals with the input provided (including any specific recommendations) **must** be attached. If necessary, relevant extracts concerning input/recommendations may be provided from minutes and other documentation that also covers broader aspects of the advisory process.

Double Degrees: CASIMS automatically inserts “Not required”.

Future ProcessAppr ☒ Review ☐

Specify the arrangements by which the effectiveness of the course (and its continuing professional accreditation, if such accreditation applies) will be monitored **through the advisory process** and whether the advisory process will be employed on an ongoing basis or put in place only at times of major review (and/or re-accreditation, where this applies).

Double Degrees: CASIMS automatically inserts “Not required”.

ADVISORY RECS**Recommendations: Executive Summary**Appr ☒ Review ☐

Describe the decisions the Faculty has taken as a result of the advisory process, particularly with respect to the input/recommendations provided in that process. This information should clearly show the aspects of the proposed course (nomenclature, course structure, inclusion of specific components or subjects, etc.) that have been shaped by the advisory process.

Commentary should also be provided here on the Faculty’s assessment of the input/recommendations provided and a rationale given for any decisions to not implement specific advice.

Double Degrees: CASIMS automatically inserts “Not required”.

STUDENT IMPLICATIONS**Implications for Current Students**Appr ☒ Review ☐**Will this proposal have any implications for any current student cohort(s)?**

Proposals which are related to an existing course or courses, such as a new articulated course, the inclusion of an integrated honours stream in an existing four-year degree course, or a double degree program for which one or both of the constituent courses are existing courses, are more likely to have such implications (eg, progression options or transfer options, for some or all cohorts) than is a completely new course.

NO Enter “This modification has no implications for currently enrolled students”

YES Provide details including which cohort(s) will be affected and how they will be affected.

Note: A statement to the effect that no students will be disadvantaged does not provide the required information. It is expected that course planning will ensure that no students are disadvantaged.

COURSE STRUCTURE RATIONALE**Course Structure Rationale**Appr ☒ Review ☐

Provide a rationale for the way in which the course is structured and for each component of the course.

Offerings with Partners

For offerings with partners, either onshore or offshore, where any component of the course is intended to be different for any cohorts, provide a rationale for those differences.

Master Degrees

For a proposal for a master degree course, a rationale must also be given for the duration of the course, given that Master degrees may vary in duration depending on factors such as admission requirements, articulation with other courses, etc.

Double Degrees: the following is required:

- the current structure for each constituent course; these should be taken from the current CASIMS profile for each course;
- identification of the way in which the requirements of every component of each constituent course are met in the double degree program, with a rationale for each equivalence.

The [Course Accreditation Policy - Requirements of the Constituent Courses](#), states:

The primary rule for a double degree program is that all of the requirements of each of the constituent courses must be met. This means that, in a specific double degree program, every component of each of the constituent courses must be able to be found. Course components include one or more core subjects, any elective sequences (i.e., sets of specialisations, majors, minors or, for the Bachelor of Business course, joint studies) and restricted elective or free elective options.

For each component, this is achieved through either:

- the inclusion of that component of a constituent course in the double degree program exactly as it is in the constituent course; OR
- the identification, for the component in a constituent course, of **an equivalent** of that component in a component of the other constituent course, and the inclusion of that equivalent component from the other constituent course in the double degree program so that it serves to meet this requirement for both constituent courses".

Where a component (a core subject or a structural component, such as a minor in specified areas) in one or other of the constituent courses is not included in the double degree program, explain in detail how the equivalent which has been identified for inclusion in the double degree program also meets the requirements of the component not being included. Where a component is common to both courses (e.g., the same subject is offered in both courses) or a component in one course is sufficiently similar to one in the other course to meet the requirements of both, this should be made clear. For subject equivalences in which there is a difference in subject level between a subject and its equivalent, an explanation must be provided on how and why the equivalent will meet the requirements of the subject not being included.

Articulated Sets or Integrated Honours Stream

For a new course in an articulated set, where changes are also proposed to the structure of one or more of the existing courses, provide a summary of those changes and a rationale for these.

For a new course in an articulated set of courses or for adding an integrated honours stream and where the new course or integrated honours stream is being proposed as an outcome of a major review of the existing course(s), a rationale is required for the structure of the new course or honours stream.

PART A: REVIEW

OVERVIEW

Rationale for Review

Appr ☐ Review ☒

Provide here brief reasons for this review of the course having been undertaken. For example, the review may be a standard scheduled review, or there may be reasons which have prompted a review prior to the scheduled review. Provide the dates of previous reviews or, if this is the first major review, the year and session when the course was introduced. If the period between this review and the previous major document for this course (course approval document or course review document – whichever applies) is longer than the standard review period given in the Faculty's review policy, provide reasons for this.

Previous Course Changes

Appr ☐ Review ☒

Summarise any changes that have been made to aspects of the course during the period between the previous major course document and the undertaking of this review. This can include changes to course structure and/or subjects, to any component comprising a standard credit package, to admission requirements, to point value, nomenclature, etc. Indicate briefly the rationale(s) for these changes, including the identification of any external factors that have prompted change.

Continued Offering of the CourseAppr ☐ Review ☒

Provide a statement to the effect that, based on the review process, the Faculty has determined that continued offering of this course, in its current modes (internal, DE, face to face with an onshore partner, face to face with an offshore partner), is appropriate. In making this determination, the Faculty will be expected to have taken account of the advice received in the review advisory process concerning the continued relevance of the course, the findings of an analysis of all relevant performance indicators (as outlined in fields below) and any notification prior to the review of the course being "on notice". The determination will also be expected to have been made in the context of other course offerings by the University.

If the review shows that the course is not performing well but the decision of the Faculty is to continue to offer the course with recommendations that will address the problems that have been identified, this must be stated here. Each of the recommendations made in subsequent fields will then be expected to clearly relate to analysis and discussion of identified problems.

If the decision of the Faculty is to recommend the phasing out of this course, then a course review document will not be required. Instead, the Faculty should follow the procedures for the phase-out of a course, which require a submission (which will indicate that the decision is the outcome of a course review and will contain a rationale for that decision, with accompanying documentation on performance data, etc.) to the University Course Planning Committee for approval to have no further intakes in the course.

Where a review of an articulated set of courses or a four-year degree course with an integrated honours stream results in the decision to recommend the phase-out of all of the courses (or of the course and its honours stream), the phase-out procedures outlined above are followed. Where the recommendation for phase-out applies to some courses only in an articulated set of courses, or to the integrated honours stream only in a four-year degree course, those phase-out proposals are included in this review document and this field should clearly identify those courses (or honours stream, as appropriate).

WORKING PARTY**CSU Staff Involved in the Review Process**Appr ☐ Review ☒

List the names and titles of CSU staff who contributed to the review.

AdvisersAppr ☐ Review ☒

List those individuals external to CSU whose advice has been sought in this review of this course as a result of particular expertise. For each individual, give their position and briefly describe the nature of their expertise/reason for their inclusion in this process so that it is clear which of the policy objectives ([Course Accreditation Policy - Course Advisory Process](#)) have been addressed by their input.

Where individuals are involved in the review process as members of a professional body, and where that professional body has played a part in the review process, the names of those individuals and their contribution should be detailed in the sub-field for Professional Bodies below.

Professional BodiesAppr ☐ Review ☒

Identify here any professional body that has played a part in the review of the course, either for accreditation purposes or other reasons, and describe the extent of that body's involvement in the review process. This should include details of any recommendations made by the professional body.

Note: The decisions the Faculty has made with respect to the implementation of those recommendations should be set out in the sub-field Recommendations: Executive Summary below.

ADVISORY PROCESS**Advisory Process**Appr ☐ Review ☒

Describe the advisory process that has been employed in terms of the following:

- the type(s) and frequency of interaction that have taken place, including whether the advisory process is one that has been employed specifically for this review or whether it has included seeking input from advisers on some ongoing basis; and
- the input (including any specific recommendations) provided individually or collectively by those listed in the sub-field on Advisers above.

Documentation from the advisory process that deals with the input provided (including any specific recommendations) **must** be attached. If necessary, relevant extracts concerning input/recommendations may be provided from minutes and other documentation that also covers broader aspects of the advisory process.

Future Process

Appr ☐ Review ☒

Specify the arrangements by which the effectiveness of the course (and its continuing professional accreditation, if such accreditation applies) will continue to be monitored **through the advisory process** (including whether the advisory process will continue in the same way, i.e., either as a process that is put in place only at times of major review and/or accreditation (where the latter applies), or as a process that is ongoing).

WORKING PARTY RECS

Working Party/Advisory Process: Recommendations: Executive Summary

Appr ☐ Review ☒

This document contains three sets of Recommendations in the form of Executive Summaries based on:
the [Working Party/Advisory Process](#);
[Course Performance](#); and
[Course Structure & Content](#).

Each Executive Summary should list recommendations arising from the Review process. For each indicate:

- the Faculty decision on that recommendation;
- the rationale for that decision; and
- how that decision has been addressed in this document.

The three Executive Summaries may be combined into one summary here, using the above headings, if so desired, and a note added to the other fields to indicate that this has been done.

NEED & DEMAND

Need

Appr ☐ Review ☒

State whether the need described in the previous major course document has been shown to be real and if it still exists in the original form or as a different need. Supporting evidence should be provided and based on the analysis of data from relevant indicators, input from the course advisory process, etc. Where a course was introduced to meet a need that was believed to have an identifiable shelf life, indicate here whether or not that need has now been met.

Indicators:

- graduate destination survey
- graduate fulltime employment figures

Other sources:

- advice from advisory process
- division of communications and international relations
- other

Demand

Appr ☐ Review ☒

Information is required here on the demand that was described in the previous major course document (both the statements concerning demand and the enrolment projections given), whether or not that demand has eventuated, and current and future demand.

The evaluation should consider UAC data, where appropriate, and various categories of enrolment figures (see below) for the previous five years (unless the course or specialisation was introduced in the last five years). Separate figures should be given for each of the various modes (internal, DE, onshore with a partner, offshore with a partner).

A statement is also required here on whether, as a result of this review, the intake quota will remain the same (i.e., is appropriate) or will be expected to decline or increase during the period until the next review.

Indicators:

- for internal undergraduate courses, first to third preferences and total preferences
- for other courses, numbers of applications
- UAI cutoff or other admission criteria used in order to fill quota
- enrolment figures: intake, retention, progress, completions

Other sources:

- division of communications and internal relations
- other

OTHER PERF INDICATORS

Resources

Appr ☐ Review ☒

New resourcing needs arising from the Review are dealt with separately by the Dean, who can either provide additional Faculty resources for the course or request additional University resources via the UCPC. **Listing resource needs in this field as required below will not constitute a request for these resources – that request must be made separately to the Dean.**

Information is required here that indicates a) what resource implications (concerning staff, teaching rooms, equipment, other services) were identified in the previous major course document, b) whether these were delivered, and c) whether they were appropriate. If they were not, provide an explanation as to why this is so.

Quality of Teaching

Appr ☐ Review ☒

Describe what analysis has been done of the quality of teaching in this course since the previous major course document. This should include a statement about the learning experiences of students (via CEQ analysis or other independent survey, etc.)

Note: Any subjects that are part of an inter-Faculty teaching arrangement are to be included in this evaluation.

Indicators:

For effective teaching

- course evaluation questionnaire (CEQ) broad agreement: good teaching scale
- student subject surveys – aggregated data

For appropriate assessment

- CEQ broad agreement: appropriate assessment scale

Other sources:

- any teaching evaluations used within faculty
- other

Graduate Attributes

Appr ☐ Review ☒

[Graduate Attributes Policy - Undergraduate Courses](#)

Charles Sturt University aims to produce graduates who:

- a. are well-educated in the knowledge, capabilities, practices, attitudes, ethics and dispositions of their discipline or profession;
- b. are capable communicators with effective problem-solving, analytical and critical thinking skills and can work well both independently and with others;
- c. value diversity and the 'common good' and work constructively, respectfully and effectively with local and global communities and workplaces;

- d. engage meaningfully with the culture, experiences, histories and contemporary issues of Indigenous Australian communities;
- e. practice ethically and sustainably in ways that demonstrate "yindyamarra winhanga-nha" - translated from the Wiradjuri language as "the wisdom of respectfully knowing how to live well in a world worth living in";
- f. are digitally literate citizens, able to harness technologies for professional practice and participate independently in online learning communities; and
- g. critically appraise and continue to develop personal and professional capabilities.

COURSE PERF RECS

**Course Performance:
Recommendations: Executive Summary**
Appr ☐ Review ☒

This document contains three sets of Recommendations in the form of Executive Summaries based on:
 the [Working Party/Advisory Process](#);
[Course Performance](#); and
[Course Structure & Content](#).

Each Executive Summary should list recommendations arising from the Review process. For each indicate:

- the Faculty decision on that recommendation;
- the rationale for that decision; and
- how that decision has been addressed in this document.

The three Executive Summaries may be combined into one summary under [Working Party/Advisory Process](#), using the above headings, if so desired, and a note added here to indicate that this has been done.

AIMS & OBJECTIVES

Aims

Appr ☐ Review ☒

State whether the current course aims:

- are being met (in particular, whether we are producing graduates who have acquired the knowledge the course is designed to impart to them);
- are still relevant or need to be changed; and
- conform to the AQF guidelines for courses at the level of the course being reviewed (e.g., bachelor degree).

Relevance would be expected to be related to current need, and any proposed changes in aims would be expected to be related to changes in the content of the course and possibly its structure. The information provided here should identify what performance indicators have been used to measure the successful achievement of the published intent of the program (as this was set out in the previous major course document). Where changes are being proposed to the aims, an indication should be given of the nature of the changes and a rationale provided for those changes.

Existing profile information will be automatically inserted in this field but is only visible via the View function and in the printed document.

Indicators:

- CEQ broad agreement: student satisfaction
- CEQ broad agreement: graduate further study
- GDS: graduate full-time employment
- student subject surveys – aggregated data

Other sources:

- any teaching evaluations used within faculty
- advice from the advisory process
- other

Objectives

Appr ☐ Review ☒

State whether the current course objectives:

- are being met (in particular, whether we are producing graduates who have acquired the knowledge the course is designed to impart to them);
- are still relevant or need to be changed; and
- conform to the AQF guidelines for courses at the level of the course being reviewed (e.g., bachelor degree).

Relevance would be expected to be related to current need, and any proposed changes in objectives would be expected to be related to changes in the content of the course and possibly its structure. The information provided here should identify what performance indicators have been used to measure the successful achievement of the published intent of the program (as this was set out in the previous major course document). Where changes are being proposed to the objectives, an indication should be given of the nature of the changes and a rationale provided for those changes. The revised objectives will then be set out in the field on Aims and Objectives in Part B: Proposed Course Profile.

Existing profile information will be automatically inserted in this field but is only visible via the View function and in the printed document.

Indicators:

- CEQ broad agreement: student satisfaction
- CEQ broad agreement: graduate further study
- GDS: graduate full-time employment
- student subject surveys – aggregated data

Other sources:

- any teaching evaluations used within faculty
- advice from the advisory process
- other

AWARD NAME RATIONALES

Award Names Rationale

Appr ☐ Review ☒

Does the review include:

- **a change or changes to award names (award nomenclature);**
- **the addition of an award name or names for a:**
 - **new specialisation;**
 - **new joint study in the Bachelor of Business course; or**
 - **new exit point course within an existing course or articulated set of courses); and/or**
- **the removal of award names (for the removal of exit point only courses – all other removal of award names requires the phase-out procedures for that course or specialisation to be followed)?**

NO Enter "N/A"

YES See below

It should be clearly stated in the course document if new words, abbreviations and nomenclature are requested.

For each award name which is being **changed** provide a rationale for:

- a) changing the award name, and
- b) the proposed choice of name (see note below).

For each award name which is being **added** provide a rationale for the proposed choice of name (see notes below).

Note: Reference to current approved nomenclature and post nominals and approved nomenclature words and abbreviations:

- [Nomenclature of Awards - Approved Award Nomenclatures](#)
- [Nomenclature of Awards - Approved Abbreviation of Words](#)

Note: Reference to the principles of course nomenclature ([Nomenclature of Awards Policy - SECTION 3 - PRINCIPLES FOR COURSE NOMENCLATURE](#)). If the primary principle (16) has been followed, it is sufficient to identify this as the rationale for choice of nomenclature, but if the choice of nomenclature involves a conflict between the primary principle and subsidiary principles, and a subsidiary principle has been followed, identify that principle and provide a rationale for the decision. The principles of consistency (23) should also be followed, where one or both of these is relevant, and, when the choice of nomenclature means that one of these principles will not be followed, the rationale for the choice of nomenclature in this context should also be provided.

For a course which is also (or only) a constituent course in one or more double degree programs provide a statement indicating that the same change is required in the related double degree programs. The award name(s) and post-nominal(s) in each related double degree profile **must** then also be amended in CASIMS.

Where a name change is proposed for a bachelor degree that has a separate add-on honours year with matching nomenclature, students who are continuing on to the honours course having graduated from the pass degree with the existing nomenclature have the option of graduating from the honours year with either the existing or the changed nomenclature, unless the Faculty has a specific reason for requiring the use of the existing honours nomenclature for those students. Specify here whether these students may choose the changed honours nomenclature or whether they must take out the honours award with the existing honours nomenclature. For the latter, a rationale must be provided.

For each award name which is being **removed (for exit point only courses only)** provide a rationale for the removal of this exit point only course.

Note: The rationale for the phase-out of a joint study is provided in the field on course structure. The removal of any other type of award name (for courses or specialisations) must be done through the standard phase-out process, not through this modification process.

Following completion of this field CASIMS will automatically insert the current award name(s) and a descriptor that shows the nature of the modification and any relationship with an existing name. This information can only be seen via the View function and in the printed document.

Postnominals Rationale

Appr ☐ Review ☒

Does the review include new or changed award postnominals?

NO Enter "N/A"

YES See below

Do the proposed postnominals include a single letter or letters as abbreviations?

NO Enter "Rationale not required"

YES Provide a rationale for this choice (see Notes below on use of single letters)

It should be clearly stated in the course document if new words, abbreviations and nomenclature is being sought.

Guidelines for creating post-nominals

The post-nominal is the approved set of letters that will be used by a graduate after his/her name to indicate the award held. [Nomenclature of Awards Policy Section 10 - Specifying the abbreviation](#)

Where an approved abbreviation does not exist, the Faculty should propose one here. The abbreviation of each word in the award nomenclature must conform to [Nomenclature of Awards - Approved Abbreviation of Words](#).

There should be no spaces or punctuation in the post-nominal. Brackets and/or dashes are included in a post-nominal only if they appear in the full award nomenclature.

Note: Reference to current approved nomenclature and post nominals and approved nomenclature words and abbreviations:

- [Nomenclature of Awards - Approved Award Nomenclatures](#)
- [Nomenclature of Awards - Approved Abbreviation of Words](#)

The words of/in/to/with/for are **not** included in a post-nominal, ampersand ‘&’ replaces ‘and’.

Example GradCertHumanServ(Child&AdolesWelf)

Use of single letters as abbreviations

A single letter as an abbreviation of a word is not normally used, except where a set of letters is widely understood as referring to a specific term (for example, HR for Human Resources). Where the Faculty wishes to use a set of letters as an abbreviation for a term for which the letters alone would not be widely understood, a rationale for this must be provided.

Following completion of this field CASIMS will automatically insert the current award postnominals(s) and a descriptor that shows the nature of the modification and any relationship with an existing postnominal. This information can only be seen via the View function and in the printed document.

COURSE STR & SRV TEACH

Any Proposed Changes to Course Structure &/or Enrolment Pattern

Appr ☐ Review ☒

The enrolment pattern is a session by session (or trimester by trimester) sequence in which subjects and components of the course are undertaken. Full-time and DE enrolment patterns are given separately. Where the enrolment pattern for a course is flexible, with no prescribed or typical pattern of enrolment, then the session by session layout is replaced by a brief statement summarising this (including any salient features about the degree of flexibility, such as, say, that all subjects are offered two trimesters out of three).

Sessions should be listed according to the new academic calendar introduced in 2010.

Does this modification include a change to the course structure and/or enrolment pattern?

NO Enter “There are no changes to the course structure or enrolment pattern” and provide and provide a rationale on why no changes are proposed.

YES Give a summary of changes proposed and a rationale for the changes (including a rationale for any new subjects proposed)

Existing profile information will be automatically inserted in this field but is only visible via the View function and in the printed document.

Where changes are proposed to an offering with a partner but not for internal/DE offerings (or vice versa), this must be stated here.

Explicit reference must be made to relevant aspects of performance evaluation (such as the various categories of student enrolment figures, feedback from the advisory process, student feedback, etc.).

Double Degrees: For a course which is also (or only) a constituent course in one or more double degree programs, for each double degree program provide here a summary of the effects on that program of the proposed changes, or state that there are no effects and provide an explanation for this.

For a review in which one of the outcomes is a proposal to add a course in an articulated set of courses, or to add an integrated honours stream in a four-year degree course, this field should only address the current course(s). Information on the new course is included in Part A: Addition of Course(s) or honours stream: curriculum process and in Part B: Proposed Course Profile.

For a review in which one of the outcomes is a proposal to phase out a course in an articulated set of courses or to phase out an integrated honours stream in a four-year degree course, this field should also include details relating to that proposal.

For a review in which one of the outcomes is a proposal to change a course in an articulated set to being an exit only course, this field should also include details relating to that proposal.

Inter-Faculty Teaching Arrangements Review

Appr ☐ Review ☒

Note: Inter-Faculty teaching was previously known as service teaching.

Does this review include a change to inter-Faculty teaching arrangements?**NO** Enter "No change required"**YES** Provide a summary of the changes that:

- identifies the other Faculty or Faculties,
- describes the type of change, and
- indicates how many subjects are involved for each other Faculty

e.g., Faculty of Arts - cessation of inter-Faculty teaching arrangement for two of three subjects

In addition:

- where there are current inter-Faculty teaching arrangements, provide an evaluation of all aspects of these; and
- identify any subjects developed as a result of this review that the Faculty that owns the course is developing and delivering itself but where the discipline (or disciplines) covered by those subjects is taught in another Faculty; provide a rationale for this decision.

Indicate whether the proposed changes will have any significant effects on load or staffing for the providing Faculty (giving details of whether the subjects in question are compulsory or not and the typical enrolment figure in each subject).

Existing profile information will be automatically inserted in this field but is only visible via the View function and in the printed document.

For a review which includes a proposal to add a course in an articulated set of courses, or to add an integrated honours stream in a four-year degree course, this field should only address the current course(s). Information on the new course is included in Part A: Addition of Course(s) or Honours Stream: Curriculum Process and in [Part B: Proposed Course Profile](#).

For a review in which one of the outcomes is a proposal to phase out a course in an articulated set of courses or to phase out an integrated honours stream in a four-year degree course, this field should also include any details in that proposal relating to service teaching arrangements

OTHER COURSES – EFFECTS

Subjects Serving Other Courses

Appr ☐ Review ☒**Does this course contain subjects that also serve another course?****NO** Leave field blank**YES** List the subject, course and purpose for each

Double Degrees: For a course which is also (or only) a constituent course in one or more double degree programs, the double degree subjects should **not** be included here.

Proposed Changes, Effects on Other Courses

Appr ☐ Review ☒**Will this review impact upon other courses, in particular those sharing subjects?****NO** Leave field blank**YES** Identify the impacts and provide a summary of consultation undertaken

Double Degrees: For a course which is also (or only) a constituent course in one or more double degree programs, the double degree subjects should **not** be included here.

COURSE STR RECS

Course Structure & Content:
Recommendations: Executive SummaryAppr ☐ Review ☒

This document contains three sets of Recommendations in the form of Executive Summaries based on:
the [Working Party/Advisory Process](#);
[Course Performance](#); and
[Course Structure & Content](#).

Each Executive Summary should list recommendations arising from the Review process. For each indicate:

- the Faculty decision on that recommendation;
- the rationale for that decision; and
- how that decision has been addressed in this document.

The three Executive Summaries may be combined into one summary under [Working Party/Advisory Process](#), using the above headings, if so desired, and a note added here to indicate that this has been done.

STUDENT IMPLICATIONS

Implications for Current Students

Appr ☐ Review ☒

Will this review have any effect on currently enrolled students?

NO Enter "This review will have no implications for currently enrolled students"

YES See below

This field is intended to provide a detailed summary of the implications (if any) of any proposed changes on specific cohorts of currently enrolled students. Identify which intakes or cohort(s) of current students are affected and set out clearly what those effects are for each cohort. Indicate, where necessary, the steps being taken to address any issues.

Where a major review results in changes to course structure and/or to enrolment pattern, this entry must clearly indicate whether or not each existing cohort/intake of students will complete the existing course structure and, if not, must set out in detail how they will be able to complete the program of study into which they were admitted.

Where a change of nomenclature is proposed, indicate whether or current students (or specified cohorts of them) will have the option of transferring to the new course name.

Where change is being proposed for an offering with a partner but not for internal and/or DE offerings (or vice versa), and there are implications for current students these should also be detailed here.

Note: Details of modes of offering are set out in the field on Modes and Locations of Offering in Part B: Proposed Course Profile.

Note: A statement to the effect that no students will be disadvantaged does not provide the required information. It is expected that course planning will ensure that students are not disadvantaged.

Double Degrees: For a course which is also (or only) a constituent course in one or more double degree programs, the implications for each double degree program must also be set out here.

For a review in which one of the outcomes is a proposal to add a course in an articulated set of courses, or to add an integrated honours stream in a four-year degree course, this field should only address the current course(s). Information on the new course is included in Part A: Addition of Course(s) or honours stream: curriculum process.

For a review in which one of the outcomes is a proposal to phase out a course in an articulated set of courses or to phase out an integrated honours stream in a four-year degree course, this field should also include details relating to that proposal, according to the guidelines below.

For each course (or for an integrated honours stream) being phased out, this entry must set out in detail how each cohort of students currently enrolled will be able to complete the program of study into which they were admitted. A cohort of students in this context is all of those students who were admitted (and are still enrolled) in a particular intake in a particular session in a particular mode and who are studying in the normal progression for that mode. Phase-out arrangements should be given for (as appropriate) each full-time cohort, each DE cohort, each part-time cohort, and those students who are out of step through having taken leave of absence or for other reasons. Phase-out arrangements should have addressed such issues as whether, for some or all cohorts, some of the program may need to be completed in another mode, whether some subject substitutions will have to be made for some or all cohorts or whether all existing subjects will continue to be offered (and in their current mode) until each cohort has completed the program.

Where arrangements for phase-out vary for cohorts, cohorts should be identified by year (and session/trimester, where appropriate). Where variations to the course structure are proposed, these must be specified. These might include specific subject variations such as subject substitution, different mode of offering from the mode in which a cohort is enrolled, etc., or alterations to a component of the course, such as the range of options in an elective sequence (e.g., a set of specialisations) being reduced for those cohorts who have not yet commenced the elective sequence. Details on substitutions of either a course component or subjects must include an explanation for the appropriateness of the substitution.

Information should be included on how and in what form advice to the various cohorts is being/has been managed.

COURSE PERF SUMMARY

Summary of Course Performance

Appr ☐ Review ☒

Provide here a brief summary of course performance that brings together all the various aspects of the evaluation of course performance discussed in sub-sections above.

For a review in which one of the outcomes is a proposal to phase out a course in an articulated set of courses or to phase out an integrated honours stream in a four-year degree course, this field should also include details relating to that proposal.

DATES

Proposed Date(s) for Introduction of Modifications

Appr ☐ Review ☒

For any course changes (structure, content and any other aspects of the course for which change is proposed such as nomenclature, duration, etc.) proposed in the review, indicate the proposed session/trimester and year of introduction. **The academic calendar introduced in 2010 is to be used when identifying sessions.**

If there is more than one date of introduction for changes (for, say, different modes, different specialisations, or international offerings (onshore or offshore)), record all dates.

Example	Internal	Session 1 2002
	Online	Session 1 2003
	Graduate Certificate	Session 1 2002
	Graduate Diploma	Session1 2002
	Master	Session 1 2003
	Internal	Session 1 2002
	Internal (International Students)	Session 1 2003
	Offshore	Session 1 2003

Where no course changes are proposed, put "There are no modifications proposed".

For other changes identified in Part A, proposed dates will be given by the Faculty where appropriate or set by the relevant body where their implementation lies outside the Faculty.

Notes on documenting specific kinds of change

For an articulated set of courses, each higher level course includes the subjects in each lower level course and should **not** be conceptualised as comprising only the subjects which are not in the lower level course(s). Therefore, for a set of courses in which students are able to be admitted directly into any one of the courses, the date of introduction of changes should normally be the same for all courses in the set. If it is intended that, for those subjects which are only offered in the higher level course(s), changes to these subjects are to be implemented later than the first year of introduction of changes, consideration needs to be given to whether or not significant numbers of students will be eligible for credit in the higher level course and therefore be seeking to undertake subjects which have not yet been revised. For a set of courses in which all students must be admitted to the lower level course first, then complete the lower level course before being admitted to the higher level course in the set, it may be appropriate for dates of introduction to be different.

Where a name change is proposed for a bachelor degree that has a separate add-on honours year with matching nomenclature, give the dates of introduction for the nomenclature change for both the bachelor degree and the add-on honours year. If those students who are continuing on to the honours course having graduated from the pass degree with the existing nomenclature will have the option of choosing the changed honours nomenclature, the dates of introduction should be the same. If these students do not have this choice, the date of introduction for the honours nomenclature change should be the first session that students who were admitted to the pass degree with its changed nomenclature would be admitted to the add-on honours course.

Where the proposed changes include the creation of an exit point only course, this entry should indicate the session and year for which to set up the exit point only course in the Banner Masterfiles as well as the first session in which a student following normal progression could complete the requirements of the exit point only course (these dates may be the same). The entry should be set out as follows:

Exit point only [*insert award name*] Set up for Session 1 2000 (First session in which requirements of the exit point only course could normally be met is Session 2 2000)

For a review in which one of the outcomes is a proposal to add a course in an articulated set of courses, or to add an integrated honours stream in a four-year degree course, this field should only address the current course(s). Information on the new course is included in Part A: Addition of Course(s) or honours stream: curriculum process.

For a review in which one of the outcomes is a proposal to phase out a course in an articulated set of courses or to phase out an integrated honours stream in a four-year degree course, this entry should indicate the session (or trimester) and year in which it is proposed that the last intake for the course (or honours stream) would be made. For each course/stream being phased out, the entry should be set out as follows:

[Award name of course/stream] Last session/year of intake: [insert session/trimester and year]

For a review in which one of the outcomes is a proposal to change a course in an articulated set to being an exit only course, this entry should indicate the session (or trimester) and year in which it is proposed that the last intake directly into this course would be made. The entry would be as follows:

[Award name of course] Last session/year of intake before this course becomes an exit only course: [insert session/trimester and year]

Earliest Proposed Date - Title Page Entry

Appr ☐ Review ☒

This field is specifically to provide a date in CASIMS for the version of the course profile that will apply FOLLOWING the approval of this review document. It should show the same date as that given in the preceding field. Select the appropriate session/trimester and year from those shown in the drop list.

If there is more than one proposed date of introduction (say, for different modes, or for articulated courses), give the earliest of these dates only in this field.

If the only proposed modification is for the creation of an exit point only course, provide here the session and year for which to set up the exit point only course in the Banner Masterfiles NOT the first session in which a student following normal progression could complete the requirements of the exit point only course (unless these dates are the same).

If the only proposed modification is for the phase-out of a minor or joint study, this entry should give the session (or trimester) and year FOLLOWING THAT in which students could commence this elective sequence [this is in order for the elective sequence to show in the appropriate versions of the course profile]

PART A: COMMON

CONTACT PERSON

Contact Person

Appr ☒ Review ☒

Enter the name and contact details (telephone, facsimile, e-mail) of the person who should be contacted regarding any queries with this submission, including availability for consultation during UCPC meetings at which the proposal is being considered. This person must be sufficiently familiar with the content of this proposal and its development to be able to respond to or follow up on any such queries.

Note: The email name and email address of the document administrator will automatically appear in this field. This should be edited/changed so that the information required above is provided in this field.

PART B

ARTICULATION

Articulation

Appr ☐ Mod ☒ Review ☒ Phase-out ☒**Does this course form part of an articulated set?****NO** Enter "N/A"**YES** Identify each of the courses in the set, including those which are exit points only

This entry is for articulated sets of **CSU courses only**. An articulated set of courses is a set of courses in which all subjects (core or elective) comprising each lower level course are included in each higher level course within the set such that each lower level course comprises the **first** component of the next higher level course.

Articulated sets of courses include:

- bachelor degree incorporating associate degree and/or diploma;
- graduate diploma course incorporating a graduate certificate;
- master degree course incorporating a graduate diploma and/or graduate certificate;

Note: Where the structure of a proposed course includes a standard component which is completed **prior** to the proposed course and credited towards the final points, this should be detailed in the field on Credit below. The prior course is usually a non-CSU course, but where the proposed course is an upgrade course, the prior course may be another CSU course, usually one which is at the same level and is no longer offered.

Institutional Articulation Agreements

Appr ☐ Mod ☒ Review ☒ Phase-out ☒**Does a private educational institution play a substantial role in the delivery and/or assessment of the course or part of the course?****NO** Enter "N/A"**YES** See below

Where a private educational institution plays a substantial role in the delivery and/or assessment of a course (or part of a course) offered at CSU, this is indicated in a statement here, which describes the institution's involvement in this course.

PROF ACCREDITATION

Professional Accreditation

Appr ☐ Mod ☒ Review ☒ Phase-out ☒**Is the course professionally recognised or accredited?****NO** Enter "N/A"**YES** See below

This field identifies any professional or government bodies which are relevant to this course (or a particular specialisation in this course) in terms of accreditation/recognition being sought from the body.

Describe the nature of the accreditation/recognition, including any legal or statutory requirements concerning the practice of the relevant profession by graduates of the course. For example, must this course be accredited by a state registration board in order for graduates to register for practice in the relevant profession? Is accreditation of the course by a professional body necessary for graduates to be members of that body?

This field also indicates the current accreditation status. If accreditation has not yet been granted, this field should outline the steps which must occur for accreditation/recognition to be granted, identify which of those steps has already been taken and whether provisional accreditation has been (or will be) given in the meantime.

ASSESSMENT & SRV TEACH

Assessment Policy

Appr ☒ Mod ☒ Review ☒ Phase-out ☒

Given the course aims and objectives and the level of the award, this field details any procedures for:

- approving the teaching and assessment strategies within subjects, i.e. Subject Outline approval procedures and quality monitoring;
- ensuring full application of University and Faculty assessment policies;
- monitoring and/or mapping assessment strategies across the course;
- benchmarking, either internally or externally to the University, of standards for each grade at all subject levels;
- determining outcomes with respect to graduate attributes; and
- ensuring the timely release of grades and, where appropriate, the procedures for ensuring that the existence of offshore students will not affect the release of grades for onshore students.

For a bachelor honours course, this field also describes how the level of award to be conferred (i.e., Class 1, Class 2 Division 1, Class 2 Division 2, Class 3) will be/is derived from a graduand's performance in the coursework and dissertation or project.

For a four-year degree course that includes an integrated honours stream, this field also describes how the level of award is to be conferred for those students graduating from the honours stream.

Double Degrees: For a double degree program, this field provides assessment information for each of the constituent courses.

For a PhD program or a master by research program without coursework, the following standard entry is used:

"The results of each candidate's research shall be presented in a thesis or portfolio which is the principal basis of assessment for the awarding of the degree. The thesis or portfolio shall be examined by [insert the appropriate figure: 3 for PhD programs, 2 for master by research programs] examiners in accordance with the relevant clauses outlined in the Progress, Supervision and Assessment Regulations: These and Other Examinable Research Works."

For a professional doctoral program, this field provides the following:

Coursework: a specification of:

- a) how each of the subjects comprising the coursework shall be assessed so as to contribute to the object of the program; and
- b) the relationship between assessment in the coursework and progress with the research.
Coursework will normally be required to be completed before the thesis or dissertation is submitted for examination, but in some courses the research may commence while the coursework is being undertaken.

Research: a specification of:

- a) how the assessment of the research contributes to the object of the program; and
- b) how the results of the examination of the thesis or dissertation and the coursework assessment will be conflated to determine eligibility to graduate.

For a master by research program with coursework, this field a) contains information in accordance with the standard requirements as set out at the beginning of this field and b) specifies how the results of the examination of the dissertation and the coursework assessment will be/are conflated to determine eligibility to graduate.

Inter-Faculty Teaching Arrangements

Appr ☒ Mod ☒ Review ☒ Phase-out ☒

Have inter-Faculty teaching arrangements been identified or are they anticipated?

NO Enter "No inter-Faculty teaching arrangements are required"

YES See below

This field is intended to identify those subjects in the course for which an inter-Faculty teaching arrangement is required. See the [Inter-Faculty Teaching Policy](#), available on the Web, for the University's inter-Faculty teaching policy.

For each subject, provide the following:

- subject code and title,
- the other Faculty concerned, and
- a brief statement on the nature of the relationship in terms of ownership, teaching and convening.

Example

ACC100 Accounting 1 Owned and taught by Faculty of Commerce
SOC252 Sociology for Nurses Owned by this Faculty, taught by Faculty of Arts

For a shared course, this field identifies those subjects and, for elective sequences, those discipline areas, that will be/are taught by each of the collaborating (owning) Faculties. Any service teaching arrangements that will be/are required with any other Faculties are then identified as specified above.

For a four-year degree course that includes an integrated honours stream, this field identifies those subjects in both the pass degree and the honours stream that will be/are taught by another Faculty.

For a new course in an articulated set of courses or for adding an integrated honours stream, those subjects in the new course/stream that will require an inter-Faculty teaching arrangement are added to this field.

Double Degrees: For a double degree program, this field identifies those subjects which are taught by another Faculty in one or other of the constituent courses and which will be/are included in the double degree program.

COURSE STRUCTURE

Course Structure

Appr ☒ Mod ☒ Review ☒ Phase-out ☒

Course structure refers to the components making up a course, their arrangement, point value and the specific subjects or types of subjects within each component. Course structure should not be confused with the enrolment pattern although it is understood that placement of subjects in an enrolment pattern may be determined by structural considerations.

Possible structural components include:

- core subject(s)
- elective sequences (i.e., sets of specialisations majors and/or minors and, for the Bachelor of Business only, joint studies)
- a group or groups of restricted electives, and
- free elective subjects.

A core subject is a subject which all students in the course are required to complete. Where a component comprises a choice of two subjects (i.e. every student must choose between these two subjects), this is not a core subject but a group of restricted electives.

ENROLMENT PATTERN

Enrolment Pattern

Appr ☒ Mod ☒ Review ☒ Phase-out ☒

Note that sessions to be used in completing the enrolment pattern should be those in the current academic calendar. It is best to simply list sessions chronologically. This sub-field sets out session/trimester by session/trimester over the duration of the course the pattern in which a student will complete the subjects/components of the course. This pattern is shown separately for full-time and for online students, where the course is offered in both modes. If the course has specialisations or majors, a separate pattern is set out for each program if a single pattern cannot be used (especially if the location of core subjects in the course varies with each specialisation).

Where students are required to choose between specified subjects in a particular session/trimester, those subjects are listed in that session/trimester with the word *or* between them. Where students may choose a free elective subject in a particular session or where students may choose any restricted elective in a

particular session from the list specified (allowing for the fact that subject availability will vary between sessions), the term *elective* should be shown. It is not intended that this layout should show which restricted electives are available in which session.

For any subject with a point value other than 8, the enrolment pattern shows how many points will be completed in each session/trimester of enrolment in the subject. For example, some subjects may be of a single session/trimester's duration but with more than 8 points, whilst others may be of more than one session/trimester's duration but contributing the standard 8 points each session/trimester.

Where the structure of a course includes a standard component completed prior to the proposed course and credited towards the final points, this is shown in the appropriate session/trimester(s) with the name of the previously completed course/program inserted.

Note: For any new subject for which the full code has not been assigned when the documentation process begins, the interim incomplete code (containing discipline prefix and level (the first digit) and other characters that distinguish the subject from any other new subject in the same discipline area) is given.

Changes to code/title/point value during documentation process

All subject codes must be finalised in the course document that goes to the Faculty Board. In this sub-field and in the sub-field for Enrolment pattern, the amendment of an incomplete code must be done manually, but in all other profile fields in the course document, the finalisation of the subject code in the subject profile will result in automatic amendment to the subject code in those course profile fields. The same process applies to the following other changes to subjects during the documentation process: code change, subject title change, change to point value.

For an articulated set of courses, this field shows each course in the articulation session/trimester by session/trimester and, for exit points only, each point at which the student can exit is shown by the insertion of the comment "Students may exit with the [insert level of course] at this point".

For a new course in an articulated set of courses, the full set of subjects comprising this course is set out session by session, so that it is clear in this field which subjects comprise each course in the set.

For a four-year degree course that also includes an integrated honours stream, this sub-field sets out the structure both of the pass degree and the honours stream within that course.

For the addition of an integrated honours stream, information on the enrolment pattern for the honours stream is added so that this field shows all those sessions completed by all students, then a pass sequence of sessions and an honours sequence of sessions, from the point when these diverge.

Double Degrees: For a double degree program, this field sets out the double degree enrolment pattern only, session by session.

SUBJECTS / CURRICULUM

Complete Summary of Subjects

Appr ☒ Mod ☒ Review ☒

Note: This field is not a profile field, but has been included in Part B because the information in this field automatically populates the profile field on Course Curriculum (see also below).

This field is intended to indicate the status (new, revised, unchanged, made obsolete, still offered) of all those subjects that are identified in the course. This includes dissertation or thesis subjects or, for programs which are research only, each of the research "subjects" required (i.e., full-time, part-time, extension "subjects").

Set out below are all of the status categories for a subject, with the course document sub-title for each status followed in brackets by the CASIMS name for this status.

Not all status types are required in every type of course document (for example, a new course document will not have any subjects to be made obsolete). Accordingly, for each type of course document, only those statuses that apply to that type of document will be available in the drop list in this CASIMS field.

For each subject in the course, select the status which fits that subject. For those subjects in status category 4 or 7 **which also have a change of code (resulting in a new subject)**, the previous subject code is also selected. For those subjects in status category 10 (i.e., being made obsolete), the session and year of last offering is also selected. Each subject should be given one status only.

In the course document, these entries will appear in this field with the correct field numbering and with course document sub-titles shown.

For review documents, any existing subjects in the course for which a status is not selected here will default to being categorised as Category 8.

In the View function and in the printed document, these subjects will appear under the course document heading for that type.

The inclusion of entries in this field also results in the Course Curriculum field of the document being populated automatically with a subject description for each subject identified here. The subject descriptions are taken from the current subject profile in CASIMS, and contain details of code, title, point value, entry restrictions, pre-requisites and co-requisites, and abstract.

Double Degrees: For a new double degree program, status categories 3, 5 and 6 only should be selected. See notes below in these categories.

For a review in which one of the outcomes is a proposal to add or phase out a course in an articulated set of courses, or to add or phase out an integrated honours stream in a four-year degree course, this field should include (in the appropriate sub-field) each of the subjects in each of those courses/streams.

1. Completely new subjects designed as part of this proposal (CASIMS: newly created subject)
2. New subjects designed as part of this proposal and based on other subjects (CASIMS: new subject added by proposal, based on existing subject not in course)

List here all those new subjects which have been based on existing subjects, where those existing subjects continue to exist to serve other courses. For existing subjects for which a change of code is proposed for their inclusion in this course, see 4 below.

3. New subjects to be included in this course as part of this proposal but for which subject profiles have been included in another course document which is currently also being considered for approval (CASIMS: newly created subject, included in another document)

This sub-field is intended to eliminate the need for new subject profiles to be attached to two sets of course documents. For any subject listed here, a subject profile will **not** be required to be attached to this course document because it will have been included with the other course document. In this sub-field, a new subject includes both a completely new subject and a new subject based on an existing subject where the existing subject will continue to exist to serve other courses. New subjects that were designed to also serve other courses **and that have already been approved** should not be listed in this sub-field, but in 6.

Double Degrees: For a new double degree program, subjects will be included in this field when a course approval document (for a new constituent course), or a review document (for an existing constituent course) is in the approval process and includes new subjects which are also to be included in the double degree program.

4. Existing subjects to be revised for inclusion in this course (CASIMS: existing subject, added to course by proposal, unrevised)

List here all those existing subjects which are being included in this course **and to which some revision has been made** as a result of consultation and agreement on their inclusion in this course. Where that revision includes a change to subject code (resulting in a new subject) and/or to title, give the existing code/title as well as the proposed code/title.

Example COM112 Digital Media
 COM114 Aspects of Communication PREVIOUSLY COM114 Communication 2

5. Existing subjects to be included in this course for which revised profiles have been included in another course document which is currently also being considered for approval [CASIMS: existing subject added to course by proposal revised, included in another document]

This sub-field is intended to eliminate the need for revised subject profiles to be attached to two sets of course documents. For any subject listed here, a subject profile will not be required to be attached to this course document because it will have been included with the other course document.

For a new double degree program, subjects will be included in this field when a course approval document (for a new constituent course), or a review document (for an existing constituent course) is in the approval process and includes existing subjects which are being revised and which will also be included in the double degree program.

6. Existing subjects to be included in this course without revision (CASIMS: existing subject, added to course by proposal, unrevised)

List here all those existing subjects which are being included in this course and for which, as a result of consultation and agreement on their inclusion in this course, it has been decided that **no change is required**.

For a new double degree program, list here all those subjects in the constituent courses which are to be included unchanged in the double degree program.

7. Existing subjects in this course to be revised as part of this proposal (CASIMS: existing course subject, revised)

List here all those existing subjects in this course to which some revision has been made as a result of consultation and agreement on their continued inclusion in this course. Where that revision includes a change to subject code or title, give the proposed code/title as well as the existing code/title.

Example COM112 Digital Media
 COM114 Aspects of Communication PREVIOUSLY COM114 Communication 2

8. Existing subjects in this course to which no revision is required (CASIMS: existing course subject, unrevised)

For a new course in an articulated set, or for adding an honours stream to a four-year bachelor degree course, list here all those subjects that are in the existing course(s).

For a **review document**, list here all those existing subjects in this course for which, as a result of consultation and agreement on their continued inclusion in this course, it has been decided that no change is required.

For the **phase-out of a bachelor honours stream or a course component**, list here all those subjects which will continue to serve either a) this four-year bachelor degree course when only the integrated honours stream is being phased out or b) this course (or articulated set of courses) in, say, a different course component from that being phased out or in a mode other than that being phased out. These subjects may also serve other courses. In the printed document, these subjects will appear under the heading Subjects which will continue to be offered because they still serve this course (and possibly other courses).

Subjects which will no longer be offered in this course (or articulated set of courses, where all courses in the set are being phased out) but will continue to be offered because they also serve other courses (including other courses in an articulated set where some only of the courses in the set are being phased out) should be listed in 9 below.

9. Existing subjects in this course to be no longer offered in this course as part of this proposal (CASIMS: existing course subject, removed by proposal, still serves other course)

List here those subjects in the course that are to be a) removed from this course as a result of this review proposal or b) no longer offered in this course because this course (or articulated set of courses, or component of a course) is being phased out. These subjects will continue to be offered in other courses (see also 10 below, for subjects to be made obsolete).

For subjects in b), these will appear in the printed document under the heading Subjects which will continue to be offered because they also serve other courses.

10. Existing subjects in this course to be made obsolete as part of this proposal (CASIMS: existing course subject, removed by proposal, becomes obsolete)

List here those subjects in the course that are to be made obsolete as a result of this proposal. This does not include subjects that also serve in other courses and that will continue to be offered (see 9 above). For each subject listed here, also indicate the final session and year of offering.

11. Subjects in a course which partially articulates with this course (CASIMS: Partially articulated master component subject)

For a professional doctorate which partially articulates with a master degree course only, list here all those subjects in the master degree course that also comprise the first component of the professional doctorate.

Note: Copies of the following categories of subjects should form an appendix (Appendix D) to this course submission: a) the new subject profiles completed for each subject in status category **1** and **2** and b) any new or revised subject profiles that are required for revised subjects in status category **4** and **7** (these are required when proposed subject changes require the revision of information that is contained in the relevant profile). The subject profiles must accompany this submission to the Faculty Courses Committee, but are not required to be forwarded, for research higher degree programs, to any higher-level approval committee).

For a new course in an articulated set of courses, when the new course is a higher level course, an entry should be added in this field for every subject in this course that is not already in the lower level course(s), so that the subjects comprising each course in the set are included here. When the new course is a lower level course, all subjects should already be in this field (in which case they will have the status of existing unrevised subjects) unless the existing course(s) are being revised and this revision includes subject changes. In this case, an appropriate status should be assigned to each existing and any additional subjects.

For a four-year degree course that includes an integrated honours stream, this field includes all subjects in the course, including those in the honours stream.

For the addition of an integrated honours stream, the subjects specific to the integrated honours stream should be added in this field so that the field contains entries for all subjects in the course.

CURRICULUM PRAC REQS

Curriculum Practical Course Requirements

Appr ☒ Review ☐

Any practical/clinical/industrial components of the course curriculum that are not included in specific subjects are described here, including details of how these relate to the academic content (i.e., the subjects) of the course and how they will be/are assessed/documented.

FLEXIBLE CALENDAR

Flexible Calendar

Appr ☐ Review ☒

This field specifies the “calendar” which is used for the course. From 2010, a course may be offered using one of the three groupings set out below or a combination of these. This is the “calendar” for the course.

- a) Autumn and Spring sessions (Summer session is not normally used as a standard session for a course using a sessional calendar)
- b) Standard trimesters 1, 2 and 3
- c) Diploma of Policing trimesters 1, 2 and 3

Note: As at 17 May 2002, the calendar dates that have been set each year are in separate calendars for the standard Autumn, Spring and Summer session dates and standard trimester 1, 2 and 3 dates (Diploma of Policing Practice trimester dates are a separate set). These sessions and trimesters

should therefore be used until further variation is advised. These can be found in the annual academic calendars in Part Q of the Academic Manual. For variations to dates, see the Session Variation System listed in section Q of the Academic Manual.

Where the calendar for a course requires a subject or subjects to be available in more than one session and/or trimester, this is detailed here.

Notes on determining or changing calendar

In determining or changing the "calendar" for a course, the following factors are taken into account:

- 1) Potential for increased retention/graduation through flexibility across the year in response to:
 - external stresses: illness, job pressures, family pressures
 - accelerated progress for better prepared students
 - load averaging over more sessions per year for less well-prepared students (e.g., 8 subjects undertaken over three trimesters rather than 8 subjects over two sessions)
 - pre-requisite and out of sequence enrolment needs
- 2) Potential for more suitable clinical/field/professional placements.

For a double degree program, this field sets out the flexible calendar for each of the constituent courses.

Flexible Calendar Rationale

Appr ☐ Review ☒

A rationale is required to be provided here for the choice of calendar.

Note: Information in this field will appear in the printed document in Part A only.

Double Degrees: For a double degree program, provide this information for each of the constituent courses.

DATES

Approved Session/Year of Introduction

Appr ☒ Review ☐

Insert the year/session (YEARSESSION) of first offering as approved in scoping documentation by the University Course Planning Committee.

First Offering - Title Page Entry

Appr ☒ Review ☐

This field is specifically to provide an entry on the title page of the Approval document of the **approved** first offering date. It should show the same date as that given in the preceding field. This date will be automatically inserted by CASIMS on the title page, where it is required by policy to be shown.

Note: If there is more than one date of first offering (say, for different modes, or for articulated courses), the earliest of these dates only should be entered here, as this is the date required to be shown on the title page.

OWNING FACULTY**Owning Faculty**Appr ☐ Review ☒

For most courses, there is one owning Faculty. However, for the following types of courses or programs:

- a) a shared course; or
- b) a double degree program in which each of the two constituent courses is owned by a different Faculty;

there is more than one owning Faculty. In such instances, one Faculty is designated the “host” Faculty. For a shared course, the Deans of the collaborating Faculties determine the host Faculty (i.e. the Faculty responsible for administering the course) and, in the event of a dispute, the Deputy Vice-Chancellor (Academic) makes the determination. For a double degree program in which a different Faculty owns each of the constituent courses, the Deputy Vice-Chancellor (Academic), in consultation with the appropriate Deans, determines the host Faculty for the program.

CRS SPECIFIC FIELDS

IDENTIFIER & DEST TYPE

CASIMS Course Identifier

Appr ☐ Review ☒

This is a name for the course which enables it to be distinguished with certainty from any other course in CASIMS. For courses which have a single award name and where that award name is not also attached to another course, the full award name is also able to serve as the course identifier.

For the following types of courses, a course identifier which is a modification of the award name is required to distinguish them in CASIMS from other courses with the same award name:

- a) a course which has a **generic award name and one or more specialisation award names**. The CASIMS course identifier comprises that part of the award name which does not include the specialisation followed by the words “generic with specialisations” in brackets. Example: Bachelor of Business (generic with specialisations);
- b) a course which has **more than one award name** because it includes specialisations **but with no general award**. The CASIMS course identifier comprises that part of the award name which does not include the specialisation followed by the words “with specialisations” in brackets. Example: Bachelor of Business (with specialisations);
- c) courses which also have a **variant which is offered as a joint award**. The CASIMS course identifier comprises the award name for the “parent” course, and the award name followed by “- joint award” for the joint award variant. Example: Bachelor of Applied Science (Library and Information Science) [for parent course] and Bachelor of Applied Science (Library and Information Science) – joint award [for joint award variant];
- d) **double degree programs**. The CASIMS course identifier for a double degree program comprises the “combined” name of the two constituent courses, that is, the award names joined by a forward slash. Example: Bachelor of Information Technology/Bachelor of Science. The order of award names is determined by the Faculty (or Faculties, where two Faculties are involved). Where a constituent course has specialisations, these are not included unless the double degree program is offering one only of the specialisations from a constituent course in the double degree program. Note: This CASIMS course identifier is the name which will appear on the student transcript. However, the award names for a double degree program are the separate award names of the constituent courses, since the student is meeting the requirements of both constituent courses and therefore graduates with two separate testamurs. The CASIMS course identifier for the double degree program therefore also serves to distinguish the course profile for the double degree program from the course profile for each of its constituent courses in CASIMS.

Note: Whilst a four-year bachelor degree course with an integrated honours stream is identified in Senate policy as a single course with more than one award name, it does not fit into this category in CASIMS because it has two DEST course category codes. It is classified, along with an articulated set of courses, as a “multi-element set”, which ensures that both the DEST coding difference and the relationship between the components of the course can be effectively handled in CASIMS. In a multi-element set, the award name for each element in the set is entered in CASIMS as a course. Accordingly, for an integrated honours course, both the four-year degree and the honours stream each have a CASIMS course identifier (determined according to the guidelines above).

DEST Course Type

Appr ☐ Review ☒

This field sets out the appropriate DEST code **and descriptor** for the DEST course type.

Postgraduate		Undergraduate	
01	Higher degree	08	Bachelor (graduate entry)*
02	Doctorate by research	09	Bachelor Honours
12	Doctorate by coursework	10	Bachelor Pass
03	Master by research	**	Advanced Diploma
04	Master by coursework	21	Diploma

05	PG Qualifying/Prelim	13	Associate Degree
06	Grad Dip (in a new area of study)***	22	Other award course
07	Grad Dip (extending a previous area of study)***		
11	Graduate Certificate		

* Refers to bachelor courses which have a degree as an admission requirement.

** Code not yet assigned by DEST.

*** Where a graduate diploma is designed for both the student new to the area of study and the student extending a previous area of study, select 06.

A postgraduate certificate should be assigned the same DEST code as a graduate certificate. A graduate diploma should be assigned the DEST code 06 for a graduate diploma in a new area of study, and a postgraduate diploma should be assigned the DEST code 07 for a graduate diploma extending a previous area of study.

For an articulated set of courses this field sets out the code and descriptor for each course in the set (including any which are exit points only).

For a four-year degree course that includes an integrated honours stream, this field sets out the code and descriptor for each of the pass degree and the honours stream.

Award Level

Appr ☐ Review ☒

An award course is:

- an approved sequence of subjects (usually structured as components, such as core subjects, elective sequences (i.e., specialisations, majors, minors and/or (for the Bachelor of Business) joint studies), restricted electives and/or free electives); or
- an approved sequence of subjects, usually structured as in a) above but also including industrial, practical or clinical experience, and/or co-operative study arrangements, and/or an investigation of an approved topic the results of which are presented in a dissertation or project; or
- an approved program of research, the results of which are presented in a thesis or other examinable work;

leading to an award. An award is a degree, associate degree, graduate diploma, graduate certificate, diploma, associate degree or diploma conferred by the University upon completion of a course.

A non-award course is a program of study which may or may not comprise or include award subjects, but which does not lead to an award conferred by the University. Upon completion of a non-award course, a certificate of attainment is awarded.

Course Set Type

Appr ☐ Review ☐

For this field, select the category which fits the proposal being documented.

Course, with or without specialisations

A specialisation is that component of a course (either undergraduate or postgraduate) which prepares students for employment in a particular profession or vocational area or (for postgraduate specialisations) builds on knowledge in a specific professional or vocational area. It consists of an approved sequence of subjects of a specified minimum number of points. Specialisation point values: 64 points at UG, 32 points at PG.

This category includes a proposal for a shared course or an add-on honours course. It **does not include** a proposal to add a specialisation to an existing course (select modification option).

Course with specialisations and joint studies

The only course in this category is the Bachelor of Business, which contains both specialisations and joint studies.

Articulated set of courses, with or without exit points

This is a set of courses in which all subjects (core or elective) comprising each lower level course are included in each higher level course within the set **such that each lower level course comprises the first component of the next higher level course.**

An articulated set of courses includes:

- a associate degree which incorporates a diploma course; or
- a bachelor degree course which incorporates a diploma and/or an associate degree; or
- a graduate diploma course which incorporates a graduate certificate course; or
- a master degree course which incorporates a graduate diploma and/or graduate certificate course; or

An articulated set of courses with **multiple entry points** is one in which the student may be admitted to a higher or lower level course in the set depending on the student's academic qualifications at the time of application for admission to the University.

An articulated set of courses with **a single entry point** is one in which the student is admitted to the higher-level course on the understanding that the student may exit with a lower level award. The lower level course is then termed an **exit point only course** in the set.

This category includes a proposal to add a new course to an existing course to make an articulated set, or a proposal to add a new course to an existing articulated set of courses. It does not include a proposal in which the only new course being added to an existing course or articulated set of courses is an exit point only course (see Course Modification document).

Pass degree with integrated honours

This is a four-year bachelor degree course which includes an integrated honours stream. This category includes a proposal to add an integrated honours stream to an existing four-year degree course.

Double degree

This category applies to new double degree programs in which both of the constituent courses are **also offered separately** from the double degree program.

Double degree (constituent only)

This category applies to new double degree programs in which one or both of the constituent courses are **only offered within** the double degree program.

Joint award

This is a course which is offered in collaboration with another university or equivalent education institution and the award for which is conferred jointly with that other institution. Such an award may be at any level from diploma to doctoral level.

This category applies to an existing course which is also offered as a joint award, or to a course which is only offered as a joint award.

Combined course

The only current example of this category is the Bachelor of Psychology, which, when introduced, combines an existing pass degree and its "add-on" honours year into an integrated four-year course offering pass or honours, while retaining the two existing courses.

Exit Point Only

Appr ☐ Review ☒

An exit point only course is a course within an articulated set of courses, representing a point at which a student may exit with a lower level award than that of the course to which admission was made. No admissions can be made into an exit point only course.

Does this course serve as a JOINT DEGREE with another University?

Appr ☐ Review ☒

To comply with Government requirements, CSU needs to register any courses that are partially offered by another University.

Joint degree

- A higher education degree (as described in the Australian Qualifications Framework) awarded through a partnership agreement between two or more higher education providers eligible to receive funding under the Higher Education Support Act 2003.
- Does not include instances where a student decides to undertake units as a cross-institutional student at another university.
- Does not include instances where a student withdraws from a course at one provider, enrolls at another provider in a similar course and receives recognition of prior learning for their previous study.

Undergraduate and postgraduate coursework courses

- On completion of a joint degree students receive a single award jointly conferred by the partner institutions.
- A Memorandum of Understanding or other formal agreement should be in place between the partner providers. This agreement should specify the arrangements under which the joint degree is delivered.
- Student should be able to identify whether a course is a 'joint degree' when they enrol.

Postgraduate research courses

- Joint postgraduate research courses should adhere to the Principles of Joint Higher Degrees by Research Between Australian Higher Education Providers.
- Supervisors at both participating institutions will supervise postgraduate research students.
- Students can either:
 - enrol in a postgraduate research course at the start of their degree that is covered by a partnership agreement between two or more providers; or
 - transfer from one provider to another during their degree, with an agreement entered into between the providers to ensure both are rewarded for the training delivered.

If 'Yes', include name of institution and percentage of course undertaken at CSU.

Does this course serve as a JOINT DEGREE with another University?	
<input checked="" type="radio"/> Yes	<input type="radio"/> No
Name of the Institution conferring Joint Degree	
<input type="text"/>	
Percentage of course undertaken at CSU	
<input type="text" value="0"/>	%

AWARD NAMES**Award Name**Appr ☐ Review ☒

Note: Please read this entire section carefully. It is important to ensure that all relevant award names are included in order for them to be approved and added to the University Register of Awards and Courses. For Planning Documents see also [Award Names Rationale](#)

This field sets out the full award name (award nomenclature) of the course, including Honours if appropriate. **The name recorded here is the name that will appear on graduates' testamurs** (see additional notes below for specific types of courses).

For a course with specialisations, i.e.:

- 1) a program of study in which students may complete either the generic course (in which there is no specific specialised area of study) or a version of the course in which a specialisation replaces an identified component of the generic course; or
- 2) a program of study in which there is no generic course and all students must complete a specialisation in addition to a common core component (or components)

this field sets out the award name(s) for the course and for every specialisation.

Example for 1) Bachelor of Social Science (Social Welfare)
 Bachelor of Social Science (Social Welfare - Juvenile Justice)
 Bachelor of Social Science (Social Welfare - Child and Adolescent Welfare)

Example for 2) Bachelor of Business (Accounting)
 Bachelor of Business (Banking)
 Bachelor of Business (Finance)

For an articulated set of courses, this field sets out the award name for each course in the set.

Example Graduate Certificate in Police Management
 Graduate Diploma of Public Administration (Policing)
 Master of Public Policy and Administration

For an articulated set of courses with a single entry point, this field also indicates which courses are exit points only.

Example Master of Business Administration
 Graduate Diploma of Business Administration [*exit point only*]
 Graduate Certificate in Business Administration [*exit point only*]

For a "combined" course, this field sets out the award name of the "combined" course only.

Example Bachelor of Psychology
 Bachelor of Psychology (Honours)

For a four year degree course that includes an integrated honours stream, this field sets out the titles both of the existing four-year degree course and of the course with (Honours) added.

Example Bachelor of Education (Early Childhood)
 Bachelor of Education (Early Childhood) (Honours)

Double Degrees: For a double degree program, this field sets out the full award name of each constituent course, since each of these is the name which will appear on one of the two testamurs the graduate will receive.

Example Bachelor of Social Science (Psychology)
 Bachelor of Teaching (Primary)

If one of the constituent courses has specialisations, the award name for each of these is included here. If not all specialisations are included in the double degree program, the award name only for each specialisation being offered in the double degree program is given.

Example Bachelor of Arts (Communication – Advertising)
 Bachelor of Business (Marketing) (where only the marketing specialisation in the Bachelor of Business is offered in this double degree program)

Note: Graduates completing some double degree programs do not receive a single combined testamur. They receive two testamurs because they are completing all of the requirements of two separate courses.

Graduates completing some double degree programs (Type 2) receive a single testamur.

Example Bachelor of Veterinary Biology/ Bachelor of Veterinary Science
or
Bachelor of Veterinary Biology/ Bachelor of Veterinary Science (Honours)

For the addition of a new course in an articulated set of courses, the new award name(s) must be added to this field.

Note: If, at the same time, it is being proposed that the names of any existing courses in an articulated set are to be altered to match new award names, the award names for those existing courses must be changed in this field to the proposed award names.

For the addition of an integrated honours stream, the award name of the existing four-year degree course with (Honours) added must be added to this field.

Example Bachelor of Education (Early Childhood) (Honours)

Award Postnominal

Appr ☐ Review ☒

This field sets out the post-nominal (abbreviation) for each nomenclature set out in the field above. The post-nominal is the approved set of letters that will be used by a graduate after his/her name to indicate the award held. For Planning Documents see also [Award Postnominals Rationale](#)

Those abbreviations for individual words that have already been approved for use are listed in Section L15.1 of the Academic Manual (available on the Web). Where an approved abbreviation does not exist, the Faculty proposes one and it is included in the entry provided here. The abbreviation of each word in the nomenclature must conform to the policy on Nomenclature of Awards in Section L15 of the Academic Manual. **There should be no spaces or punctuation in the post-nominal. Brackets and/or dashes are included in a post-nominal only if they appear in the full nomenclature.**

The following words are **not** included in a post-nominal: *of/in/to/with/for*

Example GradDipHumanServ(Prac)
GradDipHumanServ(RelT)
GradDipHumanServ(Mgt)
GradDipHumanServ(Child&AdolesWelf)

Use of single letters as abbreviations

A single letter as an abbreviation of a word is not normally used, except where a set of letters is widely understood as referring to a specific term (for example, HR for Human Resources). Where the Faculty wishes to use a set of letters as an abbreviation for a term for which the letters alone would not be widely understood, a rationale for this is provided in the field on nomenclature in Part A of the relevant course document.

Where a proposal includes changing existing award names in the field above, for each changed award name the post-nominal in this field is changed correspondingly.

Double Degrees: For a double degree program, this field sets out the post-nominal of each constituent course, since each of these is the post-nominal which will be used after the graduate's name following graduation. If one of the constituent courses has specialisations, the postnominal name for each of these is included here. If not all specialisations are included in the double degree program, the postnominal only for each specialisation being offered in the double degree program is given.

DURATION & POINTS

Points Required for Course Completion

Appr ☐ Review ☒

This field sets out the number of points for the course.

Note: This field in CASIMS is a numerical field so 0 will show in this field until the number of points for the course is entered. The point value here should be the same as that entered in the profile field "Overall Structure, below.

"Points required for completion" always refers to the entire course so that, for courses which comprise a standard component of credit (for a prescribed course (or courses) completed prior to admission) and a component of study completed during enrolment in this course, the number of points will include those given as credit.

Points required for completion of a course are as follows:

Doctorate	192
Master (2 yrs)	128
Master (1.5 yrs)	96
Master (1 yr)	64
Postgraduate Diploma	64
Graduate Diploma	64
Postgraduate Certificate	32
Graduate Certificate	32
Bachelor (4 yrs)	256
Honours year	64
Bachelor (3 yrs)	192
Associate Degree	128
Diploma	64

For an articulated set of courses, this field sets out the full set of points for each course within the set (including any which are exit points only).

Double Degrees: For a double degree program, this field sets out the points for the double degree program only. **There is no prescribed duration or point value for a double degree program.** Whilst the most common model is a four-year, 256 point (32 standard subjects) double degree program based on two three-year degree programs, the duration and point value of a specific double degree program is determined by those reductions in time and point value made possible by the presence of common subjects (i.e., the same subject is part of both constituent courses), identification of equivalent subjects or components, and/or genuine overlap of components. See also policy on double degree programs in the [Academic Manual - Section L1.1: Course Accreditation](#), clause 5.1: Course Structures.

Note: Where one of the constituent courses has specialisations and, as a result of the mapping of course requirements in the double degree program, the number of points for the double degree program varies depending upon which specialisation is being completed in the program, each specialisation is identified here and the full points for the double degree program for students completing that specialisation is shown.

For a course with specialisations, this field sets out the full points for the course.

Duration in Equivalent Full Time Years

Appr ☐ Review ☒

This field sets out the overall duration of the course, in equivalent full-time years (FTE). Duration is shown as 1.0, 2.0, 3.0, 4.0, etc., as appropriate. Decimals are used if entry is not a whole number, e.g., 0.5, 1.5, 1.25.

For the following categories of course, **additional information is set out in the following field**, showing actual duration(s) (also in FTE):

- A course in which a standard component of the course is always awarded as credit;
- A conversion or upgrade course that has more than one "stream", some or all of which have a standard amount of credit;
- A four-year bachelor degree course that includes an integrated honours stream – for the pass degree course, overall duration only is provided, but in these fields for the integrated honours stream, overall duration is provided in this field and additional information is provided in the next field.

For an articulated set of courses, this field sets out the duration for each course within the set (including any that are exit points only). For higher level courses in the set to which students can be admitted and then undertake the full program, the overall duration (FTE) only for each one is given, but for higher level courses to which no student can be admitted until **after** completion of a lower level course in the set, an overall

duration (FTE) is shown here and an actual duration (FTE) is given in the box below, as set out in Example 1 above, but with a note that indicates that all students receive credit for the lower level course.

For a new course in an articulated set of courses, the duration of the new course is added to this field. Refer to the paragraph above for duration details required.

Note: Where a previously completed master program comprises the first component of a professional doctoral program and credit towards the professional doctoral program is given for fewer points than the master program comprises, this is a credit arrangement, not an articulated set of courses. See the earlier notes in this field on courses in which a standard component is always awarded as credit.

Double Degrees: For a double degree program, this field sets out the duration for the double degree program only. **There is no prescribed duration or point value for a double degree program.** Whilst the most common model is a four-year, 256 point (32 standard subjects) double degree program based on two three-year degree programs, the duration and point value of a specific double degree program is determined by those reductions in time and point value made possible by the presence of common subjects (i.e., the same subject is part of both constituent courses), identification of equivalent subjects or components, and/or genuine overlap of components. See also policy on double degree programs in the [Course Accreditation Policy - Double Degrees](#).

Note: Where one of the constituent courses has specialisations and, as a result of the mapping of course requirements in the double degree program, the number of points for the double degree program varies depending upon which specialisation is being completed in the program, **if the duration for each also varies**, each specialisation is identified here and the duration for the double degree program for students completing that specialisation is shown.

Other Duration Information Equivalent Full-Time Years

Appr ☐ Review ☒

For the following categories of course, additional information on duration is set out showing actual duration(s) (also in FTE):

- A course in which a standard component of the course is always awarded as credit;
- A conversion or upgrade course that has more than one “stream”, some or all of which have a standard amount of credit;
- A four-year bachelor degree course that includes an integrated honours stream – for the integrated honours stream only, the actual duration of the honours stream is provided with a note about transfer point (see below), in addition to the overall duration of the degree course being provided in the field above.

For these courses, in addition to the overall duration of the course which is shown in the field above, the actual duration (or durations, if there are several streams), also translated into equivalent full-time years, is set out here, with a brief note about credit (or, for integrated honours, a note on the point in the course at which transfer to the honours stream can take place). This is to enable accurate reporting to government (which only requires details of actual load in a course) and the inclusion of accurate information in the Handbook entry for the course. The stream with the longest duration is given first.

Example 1: Course with a standard credit package
[where overall duration is 3.0]
Actual duration (FTE): 1.0

Note: All students receive 64 points credit

Example 2: Course with several streams, none of which matches overall duration
[where overall duration is 3.0]
Actual duration (FTE)
Stream 1: 2.0
Stream 2: 2.0
Stream 3: 1.0

Note: Students receive 64 points or 128 points of credit depending upon entry qualifications.

Example 3: Course with several streams, one of which matches overall duration

[where overall duration is 3.0]
 Actual duration (FTE)
 Stream 1: 3.0
 Stream 2: 2.0

Note: All students in stream 2 receive 64 points credit.

Example 4: Integrated honours stream in four-year degree course
 [where overall duration is 4.0]
 Actual duration (FTE) of honours stream 2.0

For an articulated set of courses which has higher level courses in the set to which no student can be admitted until after completion of a lower level course in the set, an actual duration (FTE) is given here for the higher level course(s), as set out in Example 1 above, but with a note that indicates that all students receive credit for the lower level course.

ASCED FOE

ASCED Field of Education

Appr ☐ Review ☒

This field identifies the Field of Education which is appropriate for the course. The ASCED Field of Education classification replaced the DEST Field of Study classification from the beginning of 2001, and the new classification covers both courses and subjects. The allocation of a Field of Education to a course or specialisation is to be made on the basis of vocational emphasis. That is, the likely or potential vocations of graduates from the course or specialisation.

The Field of Education which is appropriate for the course is shown by means of a) the ASCED code and b) its descriptor.

Example 069901 Nutrition and Dietetics

Where several specific codes cover some aspect of the course, a more general code is selected, by reference to the guidelines. The Faculty Manager is also available for consultation on this matter.

Broad, narrow and detail codes, otherwise known as two, four and six digit codes, can all be selected for courses. Note that broad and narrow Field of Education codes are padded with zeros (on the right hand side) to create the six digit codes that are reported to DEST. The Field of Education allocated to a course should be as detailed as possible.

Note that Field of Education codes are not permitted change during a calendar year. If the Field of Education code needs to be revised the change must come into effect at the beginning of a calendar year, and be in effect for the duration of that year.

In addition to the list of ASCED codes and names provided in a "drop list" in this field in CASIMS, the list of ASCED codes, names and associated HECS bands (as well as the document Description of the ASCED codes) can be found at the following Web address:

http://www.csu.edu.au/division/plandev/f_help.html (then select the link "other resources")

Where more than one code is appropriate for a course (see instances below), the code for the course as a whole is provided in this CASIMS ASCED FOE field, and additional codes as well as any explanatory text required are provided in the second CASIMS ASCED FOE field below.

For a course with specialisations/majors/honours strands (i.e. strands in an add-on honours year), an ASCED Field of Education code and descriptor is identified for:

- 1) the course as a whole (even if the course consists of specialisations (or honours strands) only, without a generic course structure which leads to an award separate from those for specialisations) – in this field;
- 2) each specialisation/major/honours strand – in second field.

Example 1	Bachelor of Information Technology	[code and descriptor]
	Computer Science	"
	Technical Applications	"
	Corporate Systems	"
Example 2	Bachelor of Arts (Honours)	[code and descriptor]
	Psychology	"
	Sociology	"
	Art History	"
	History	"

For such courses, some entries may have the same Field of Education code, but any given entry should not have more than one Field of Education code - if more than one code is needed to cover a particular specialisation, a more general code than any of the more specific ones selected is given. If this is impossible, an explanatory note accompanies those listed.

For an articulated set of courses, usually the Field of Education is the same for each course within the set. However, if a different Field of Education code is appropriate for one or more courses, the appropriate code is provided in this field for the course profile for each of those courses.

For a new course in an articulated set of courses, the Field of Education code will most commonly be the same as the one already used for the existing courses within this set of articulated courses. If this applies, that code is added to this field for the new course. However, if a different Field of Education code is appropriate for the current proposal, the appropriate code for the proposed course is added to this field for the new course. The Division of Student Administration has access to all existing Field of Education codes for specific courses.

For a four-year degree course that includes an integrated honours stream, the same Field of Education code will apply for both the pass degree and the honours stream.

For the addition of an integrated honours stream, the existing code for the pass degree is added to this field for the integrated honours stream.

Double Degrees: For a double degree program, the ASCED Field of Study field sets out the field of study already assigned to each of the constituent degrees. In this CASIMS field, the primary field of study is selected (even if both fields of study are the same) and the supplementary field of study is set out in the second CASIMS field:

If neither field of study can be identified as primary, one is nominated as primary.

Other ASCED Field of Education

Appr ☐ Review ☒

Where more than one code is appropriate for a course (see instances below), the code for the course as a whole is provided in the first CASIMS ASCED FOE field above, and additional codes as well as any explanatory text required are provided in this field. If additional codes are not appropriate, this field does not need to be completed.

For a course with specialisations/majors/honours strands (i.e. strands in an add-on honours year), an ASCED Field of Education code and descriptor is identified for:

- 1) the course as a whole (even if the course consists of specialisations (or honours strands) only, without a generic course structure which leads to an award separate from those for specialisations) – in the first field;
- 2) each specialisation/major/honours strand – in this field.

Example 1	Bachelor of Information Technology	
	Computer Science	"
	Technical Applications	"
	Corporate Systems	"

Example 2	Bachelor of Arts (Honours)	
-----------	----------------------------	--

Psychology	"
Sociology	"
Art History	"
History	"

For such courses, some entries may have the same Field of Education code, but any given entry should not have more than one Field of Education code - if more than one code is needed to cover a particular specialisation, a more general code than any of the more specific ones selected is given. If this is impossible, an explanatory note accompanies those listed.

Double Degrees: For a double degree program, this field sets out the Field of Education already assigned to the constituent degree which is not the primary field of study. If neither Field of Education can be identified as primary, one is nominated as primary.

CREDIT & ADMISSION

Credit

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Does this course have any credit arrangements?

NO Enter "No special arrangements apply"

YES See below

This sub-field describes any credit arrangements which can be applied specifically to the course(s), including identifying any credit packages which have been determined for specific courses completed either at CSU or elsewhere for which.

For an articulated set of courses, this sub-field indicates for each course any such credit arrangements which will be awarded upon entry to that course.

For a new course in an articulated set of courses, indicate any such credit arrangements only for the new course.

Double Degrees: For a double degree program, this sub-field sets out any specific existing credit arrangements relating to either of the constituent courses, as well as any credit which will apply/applies to students in one of the constituent courses (who are undertaking that course separate from the double degree program) as a result of one subject being recognised as equivalent to another in the double degree program.

Any subjects for which credit is not available are also identified and reasons given for their exclusion (this does not include thesis, dissertation or project subjects, which are excluded from credit as part of University policy).

See [Academic Manual, E1](#), Section 2, for policy on credit limits.

Note: Approved credit packages will be administered by staff in Student Administration.

Admission Requirements

Appr ☐ Review ☒

This field describes the academic and/or other qualifications required for entry to the course(s). Where there are alternative criteria (or sets of criteria), each separate criterion is set out as a separate dot point, and the points linked by *and/or* as appropriate, so as to clearly indicate whether each is an alternative or an additional criterion. **The statement provided here will become the official admission statement for the course and will be included in the [Academic Manual, Section D](#) to enable its replication in other University publications.**

The following questions should be considered where they are relevant to this course or courses:

- for applicants entering from secondary school, are any HSC subjects assumed knowledge?
- if so, are bridging courses/subjects available for those applicants who haven't completed those HSC subjects?
- do special entry or bridging courses/subjects apply to under-represented groups, e.g., Aboriginal applicants?

- do applicants have to be employed in a particular profession or have access to an appropriate practical or industrial placement facility to qualify for admission?
- for undergraduate online courses, do criteria need to be ranked? If so, set out the criteria so that the ranking is clear.

Where a **prior qualification** is an admission requirement, this field should indicate clearly if:

- a) a specific qualification (or qualifications) is/are required: any such qualification(s) must be identified here;
- b) the prior qualification is required to be in a specified discipline or disciplines: if so, these are identified here;
- c) applicants are required to have achieved a specified level of performance in the prior qualification to qualify for admission. If so, this level must be stated here;
- d) applications have to be CSU students to be eligible for admission.

Where a **prior qualification** is an admission requirement, and **non-tertiary qualified applicants will also be considered**, this field should provide specific details of equivalence (such as types of experience, minimum years of experience or level of experience). Where this is not feasible, the process should be described by which such applicants will be assessed (e.g., by interview). Where it is intended that a significant proportion of such applicants will be admitted, this should be indicated here and a rationale provided (where the course is intended solely for such applicants, it would be expected that the rationale will be provided in the Overview).

If the course is a bachelor honours course, this field identifies acceptable prior qualifications and specifies minimum performance in those qualifications. Where non-standard admission criteria are also included, these are also identified and, for each non-standard criterion, the minimum level, duration, etc. of performance, experience, etc. (as appropriate) that would represent an acceptable equivalent to the standard admission criteria are set out. For a four-year degree course that includes an integrated honours stream, this field sets out the admission criteria for the pass degree and, for transfer into the honours stream, identifies the level of performance that will be required in the component of the pass degree that must be completed up to the point at which transfer to the honours stream is possible.

For the addition of an integrated honours stream, information is added to this field to indicate the level of performance that will be required in the component of the pass degree that must be completed up to the point at which transfer to the honours stream is possible.

For a course which has components such as specialisations or streams (such as an integrated honours stream), this field identifies clearly any components to which the Faculty does not intend to admit students directly upon entry to the University. For example, in a course with specialisations, the course may be designed so that students will select and be transferred to a specialisation at the end of first year, or a course with both pass and honours streams may be designed so that students go into the honours stream only after completion of a specified component of the pass degree. This information is critical to the consistent administering of students through admissions and/or transfer processes and accurate reporting to government.

For an articulated set of courses, this field sets out clearly what criteria apply to each course within the set. For a new course in an articulated set of courses, the criteria that apply to the new course are added to this field. This field also specifies a) whether any applicants can be admitted directly to a higher level course in the set in order to complete the full program whilst enrolled in that course or whether all applicants must complete a lower level course in the set **before** being admitted to a higher level course in the set and b) whether specific categories of applicants only (e.g., applicants without tertiary qualifications) will be required first to enrol in and complete a lower level course in the set before applying for admission to a higher level course in the set.

Double Degrees: For a double degree program, this field sets out any criteria specific to one or other of the constituent courses. Students being admitted to the double degree program **must** meet the criteria for both constituent courses.

For a PhD program, the following standard entry is used:

Standard qualifications

An applicant for admission to Doctoral candidature shall have:

- a) qualified for the award of a Master degree by research at an acceptable level; or

- b) an appropriate Bachelor degree with class 1 or class 2(1) honours from an Australian university or an equivalent overseas tertiary institution, taken over a minimum of four years (full-time equivalent); or
- c) qualified for entry into the Charles Sturt University Master degree by research program and duly enrolled and shown exceptional ability in the conduct of a research project which is clearly capable of being extended to a doctoral level.

Other qualifications

An applicant for admission to a Doctoral program may be accepted without the qualifications specified above. An applicant who has qualified for the award of a Master by coursework at an appropriate level and has demonstrated that he/she is capable of undertaking research at a Doctoral level, may be accepted by the authorised governing committee or person(s). Alternatively, an applicant, who does not possess the qualifications listed above, but has some other appropriate combination of undergraduate and postgraduate qualifications (such as relevant graduate diplomas) and/or professional performance which demonstrate that he/she is capable of undertaking research at a Doctoral level, may be accepted into the relevant program.

Preliminary Candidature

Where an applicant does not meet the minimum entry requirements or where the applicant does not have sufficient background in the proposed area of research, the applicant may be admitted as a Preliminary Candidate for a period of up to one year.

During this period the candidate shall be required to complete work equivalent in quantity and quality to that deemed to have been achieved by standard entrants.

For a master by research program (with or without coursework), the following standard entry is used:

Standard qualifications

An applicant for admission to candidature for a Master degree by research shall have an appropriate Bachelor degree with class 1 or class 2(i) honours from an Australian university or equivalent overseas tertiary institution, taken over a minimum of four years (full-time equivalent).

Other qualifications

An applicant for admission to a Master by research program may be accepted without the qualifications specified above. An applicant who does not possess the qualifications listed above, but has some other appropriate combination of undergraduate and postgraduate qualifications (such as relevant graduate diplomas) and/or professional performance which demonstrate that he/she is capable of undertaking research at a Master level, may be accepted into the relevant program.

Preliminary Candidature

Where an applicant does not meet the minimum entry requirements or where the applicant does not have sufficient background in the proposed area of research, the applicant may be admitted as a Preliminary Candidate for a period of up to one year.

During this period the candidate shall be required to complete work equivalent in quantity and quality to that deemed to have been achieved by standard entrants.

For a professional doctoral program, this field describes the academic and/or other qualifications required for entry to the course in accordance with the standard documentation requirements set out at the beginning of this field. This entry should comply the [Admission - Professional Doctoral Programs](#).

For a professional doctoral program which articulates with a master degree program, either partially or fully, current policy requires that all students are admitted first to the master degree program, and are then eligible for admission to the professional doctoral program subject to completion of the master component with a credit average. See the [Course Accreditation Policy](#), clause 5.1: Course Structures for policy on the various relationships of a master degree program with a professional doctoral program. For such programs, this field sets out the admission requirements in two parts, Part A: admission to the master degree program and Part B: admission to the professional doctoral program.

FUNDING SOURCE

Funding Source Type

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Select one of the following options:

Load (HECS)
 Fee Paying
 Combination (HECS and Fee-paying)

from the drop list provided.

Where Fee paying is selected as an option, text should be entered in the following field to indicate the fee-paying source (e.g. offshore fee-paying offering).

Funding Source Description

Appr ☐ Review ☒

Where Fee paying is selected as an option in the field above, provide text in this field to indicate the fee-paying source(s). These may include, say, an offshore fee-paying offering, or this may be a course for which UCPC approval has been given for the government-approved proportion of places to be fee-paying.

AIMS AND OBJECTIVES

Aims

Appr ☒ Review ☒

This sub-field set out the general aims of the course **in terms of outcomes**.

For an articulated set of courses, this sub-field sets out separately the aims of each course in the set, including any that are exit point only courses.

For a new course in an articulated set of courses, in addition to the aims of the proposed new course, the aims of each existing course must be given separately so that it is clear what are the additional aims for the proposed new course.

Double Degrees: this sub-field sets out separately the aims of each of the constituent courses, with a heading for each.

For a PhD program, the following standard entry is used:

"The primary aim of the program is to produce graduates capable of successfully completing research which results in a significant and original contribution to knowledge."

For a master by research program without coursework, the following standard entry is used:

"The primary aim of the program is to produce graduates capable of successfully completing research which results in a distinct contribution to knowledge."

For a professional doctoral program, this sub-field sets out a statement which **is consistent with** the general objective set out below (taken from Senate policy), and specifies the profession the program serves. Use the following standard entry that encompasses both aims and objectives.

"The objective of a professional doctoral program is advanced, critical reflection on professional practice. The objective has three components:

- a) the extension of a candidate's knowledge of the disciplines which underpin his or her profession; and
- b) the development of attributes required of the candidate to successfully identify, investigate and resolve problems confronting his or her profession; and
- c) the successful conduct by the candidate of research into a current problem confronting the profession and the presentation of the findings of the research in a thesis (for a research professional doctorate) or dissertation (for a coursework professional doctorate)."

More pragmatically, the object of a professional doctoral program is to give candidates a competitive advantage in achieving high-level success in their profession."

For a master by research program with coursework, this sub-field sets out the general aims of the course in terms of outcomes, in accordance with the standard guidelines set out above.

For a bachelor honours course, according to Senate policy, the primary objective is research training and this objective should be stated here. Faculties may specify secondary objectives which may include, for

example, the mastery of advanced theory in a discipline, training in professional practice, the mastery of scholarship. If so, these should be set out in the Objectives field with the heading “secondary objectives”.

For a four-year degree course that includes an integrated honours stream, this sub-field sets out the aims for the pass degree and for the honours stream. These should include the objective of research training.

Objectives

Appr ☒ Review ☒

This sub-field identifies the skills, knowledge and attitudes which students will have acquired upon successful course completion. These are set out as dot points under a stem statement such as “Upon completion of the course, graduates will be able to: ...”

For an articulated set of courses, this sub-field sets out the objectives of each course in the set (including any that are exit point only courses) so that it is clear which objectives in a lower level course in the set are also included in those for a higher level course.

For a new course in an articulated set of courses, the objectives of the proposed new course are set out so that this field clearly shows the objectives for each course in the set.

Double Degrees: this sub-field sets out separately the objectives of each of the constituent courses, with a heading for each.

For a PhD or master by research without coursework program, enter “See standard entry in 9.1 above”.

For a professional doctorate, enter “See standard entry in ‘Aims’ above”.

For a master by research program with coursework, this sub-field sets out the objectives of the course in terms of the skills, knowledge and attitudes which students will have acquired upon successful course completion, in accordance with the standard guidelines given above.

For a bachelor honours course, any secondary objectives, which may include, for example, the mastery of advanced theory in a discipline, training in professional practice, the mastery of scholarship, are specified here with the heading “secondary objectives”. If there are no secondary objectives, the text “See standard entry in 9.1 above” is inserted.

For a four-year degree course that includes an integrated honours stream, this sub-field sets out the objectives for the pass degree and for the honours stream.

GRADUATION REQS

Minimum Requirements for Graduation

Appr ☒ Review ☒

This field provides the minimum requirements for successful completion of the course. This should include the total point value of the course and the requirements of passing grades for all subjects (eg, must complete 192 points at Pass level or better), and may also include such specifications as the number of subjects required, the completion of a specialisation, etc. See next field for any practice requirements.

Double Degrees: For a double degree program, this field stipulates the number of points (or subjects) required for completion of the double degree program. If one of the courses is an award **only within the double degree program**, this is stated here. If one of the constituent courses offers specialisations and the number of points in the double degree program varies depending upon which specialisation is being undertaken, the points required for each of these is also set out here.

For a PhD program or a master by research program without coursework, the following standard entry is used:

“Over the period of their candidature, candidates must have:

- 1) enrolled in [*insert the number of points required for the program as set out in [Part B: Points Required for Course Completion \(Field 4\)](#)*] points; and
- 2) completed a thesis to the satisfaction of Academic Senate policy.

For a professional doctoral program or a master by research with coursework, this field contains information in accordance with the standard requirements as set out above.

Any Other Requirements for Graduation

Appr ☒ Review ☒

Provide details of any practice requirements additional to the subjects comprising the course, including any requirement that a SY grade be obtained in a zero point practice subject.

GRAD ATTRIB & COORD

Graduate Attributes

Appr ☒ Review ☒

For undergraduate courses only, this field indicates how the curriculum of the proposed course will ensure that students will graduate with the graduate attributes set out below.

Charles Sturt University aims to produce graduates who are:

1. Well-educated in the knowledge and skills of their discipline or profession
2. Effective communicators who have problem-solving, analytical and critical thinking skills and can work both independently and in teams
3. Work-ready and able to apply discipline expertise in professional practice
4. Able to develop and apply international perspectives in their discipline or profession
5. Able to engage meaningfully with the culture, experiences, histories and contemporary issues of Indigenous communities
6. Understanding of the responsibilities of global citizenship, value diversity and ethical practice
7. Understanding of financial, social and environmental sustainability
8. Able to learn effectively in a range of environments including online

Double Degrees: this field sets out this information for each of the constituent courses.

Postgraduate courses: enter "N/A".

Course Convenor/Co-ordinator(s)

Appr ☒ Review ☒

This field sets out the name, contact details (telephone, facsimile, e-mail) and school of the course coordinator(s) (and/or specialisation coordinator, or honours coordinator, as appropriate) to be appointed. If the course is offered from more than one campus, or for any double degree program, the course convenor is identified and the above details provided for that person and for the course coordinator(s), with an appropriate heading for each person to distinguish their roles.

ADDIT APPENDICES

Additional Appendices

Appr ☒ Review ☒

This field enables the attachment of additional appendices which are specific to this course document, such as documentation providing evidence of need and demand from industry experts, analyses of questionnaires conducted on an aspect of the course for review purposes, etc.

It does not refer to the standard appendices to various document types (funding and curriculum forms, attestations or subject profiles). These are completed and attached by a separate process.

ADMINISTRATION INFORMATION

The following information has been included in CASIMS for administration purposes only and is not editable within a CASIMS document. If in the process of course document approval it is found to be incorrect please consult one of the following contacts:

Administration Tagging

Administration tags allow various meta-data to be linked to courses and awards in CASIMS for the purpose of tracking certain aspects of a course or to assist in sharing CASIMS information with external systems.

Contact the Faculty or OGCA if assistance is required.

CASIMS/BANNER Codes

BANNER course codes (Program codes, Govt codes and Course codes) have been added to CASIMS to assist in mapping CASIMS courses to BANNER and the CAL.

Contact the Faculty or DSA Master files Officer for further information.

Degreeworks Masterscribe codes

Degree works master scribe codes are assignable by DSA. They allow the Degree work scribes to track course structure and enrolment pattern alterations occurring through versions of CASIMS courses to assist the updating of the Degree works system.

Contact DSA Masterfile Officer for further information.

AHEGS FEATURES and DETAILS

The Australian Higher Education Graduation Statement (AHEGS) is a document which is given to students with their academic transcript and testamur at graduation. The AHEGS provides information on the course of study undertaken, details of a student's academic achievements, information on the university at which the degree was undertaken and details of the Australian higher education system.

Contact the Faculty for further information.