

Curtin Academic Standards

A Guide

May 2008

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Foreword

AUQA's Cycle 2 audits focus attention on academic standards and outcomes in the higher education system. AUQA has adopted the following definition of a standard:

*A **standard** is an agreed specification or other criterion used as a rule, guideline, or definition of a level of performance or achievement.*

AUQA does not impose an externally prescribed set of standards upon universities, but uses each organisation's own objectives as its primary starting point for audit. AUQA considers the extent to which institutions are meeting these objectives, and how institutions monitor and improve their performance.

AUQA also takes into account the requirements of relevant external reference points established to guide institutions in setting their objectives.

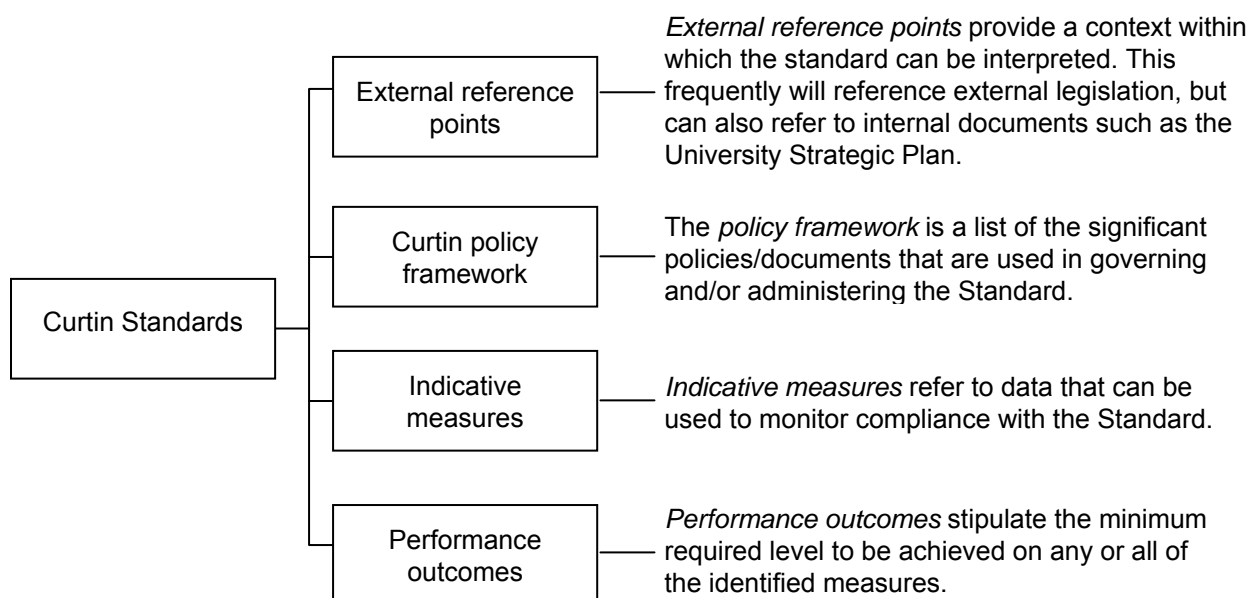
It is assumed that the University is working in an environment of continuous improvement, and that all standards would be reviewed by the Academic Board on an annual basis.

Curtin Academic Standards

In developing Curtin's Academic Standards, the Standards Working Party has focussed its attention on the two AUQA themes: Ensuring a Quality Student Experience, and International.¹

A comprehensive matrix has been developed by the Standards Working Party that links the Standards to Curtin's policy framework and external reference points where these exist. Indicative measures and performance outcomes for monitoring the Standards have also been identified (see Figure 1).

Figure 1. Curtin's approach to Standards



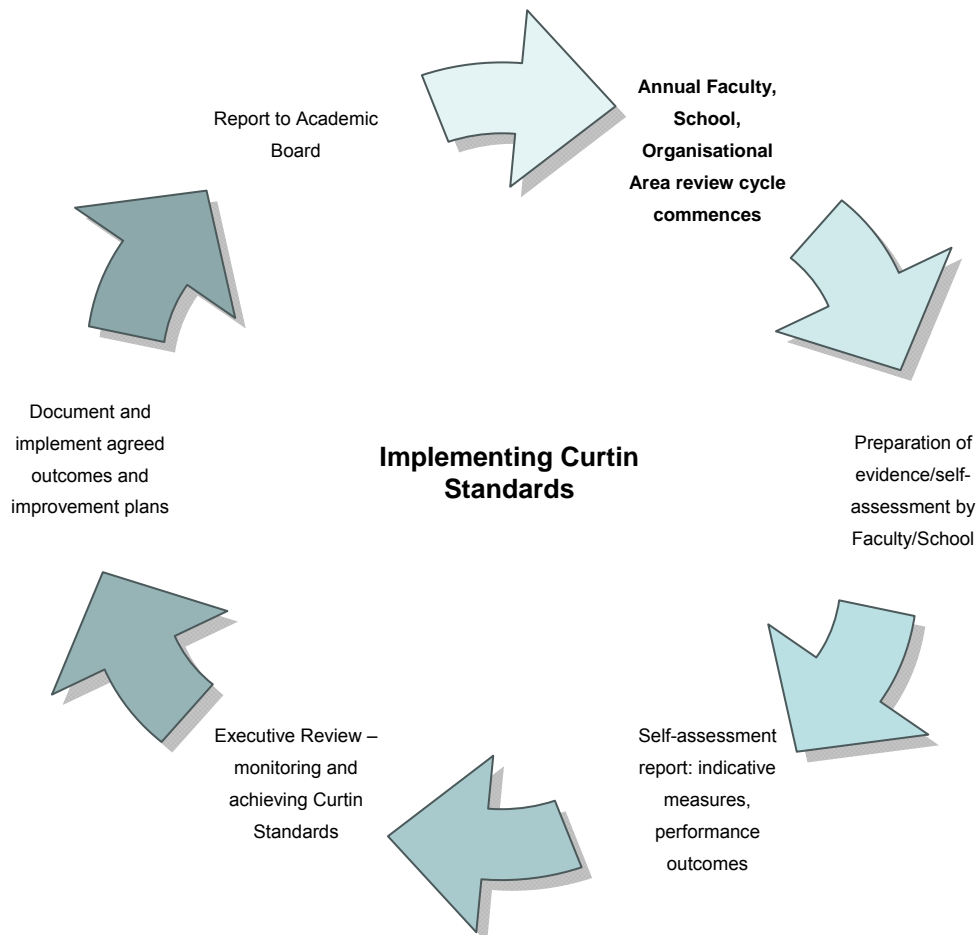
¹ Curtin is also participating with other ATN universities in the development of an academic standards framework. The ATN's comprehensive "Response to the ACER Report on the ATN Academic Standards Model, Jan 2008" provides leadership in the definition, measurement, monitoring and enhancement of academic standards.

How are the Standards monitored?

Curtin Academic Standards will be monitored annually at an Academic Board Monitoring Meeting. The Monitoring Report will provide data against the agreed measures and will be informed by input from Faculties, Schools or Organisational Area review cycles. It is expected that Faculties, Schools or Organisational Areas will

- i. sample practice to ensure acceptable compliance;
- ii. check that the policy framework is effective;
- iii. critically reflect on performance outcomes;
- iv. provide feedback through the relevant DVC/PVC to Academic Board on the effectiveness of each organisational area's quality assurance activities, systems and outcomes in relation to monitoring and achieving Curtin Academic Standards (see Figure 2).

Figure 2. Monitoring and achieving Curtin Academic Standards



Faculties, Schools and Organisational Areas will implement the Standards within their own operational context. Guidance is provided within this document to assist with the preparation of the evidence portfolio and the selection and use of the indicative measures relevant to specific organisational units.

Professor Jane den Hollander
Deputy Vice-Chancellor Academic
May 2008

Curtin Academic Standards

1. Curriculum

Curtin is committed to a planned, systematic and intensive review of all courses to ensure that the curriculum is contemporary and challenging, the structure is efficient and students receive a high quality learning experience.

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
<p>Standard 1.1. Staff are professionally and academically competent to teach in their designated areas, and have formal or accredited teaching qualifications and/or relevant teaching experience.</p> <p>Related Enabling Plan: <i>Teaching & Learning VCS</i></p> <p>Responsible Manager: <i>DVC(Academic)</i></p>	<ul style="list-style-type: none"> • New academic staff (including Sessional Teaching Staff) complete (relevant parts of) the Foundations of Teaching and Learning program within a year of engagement (unless exempted under the relevant policy). • Recruitment procedures stipulate minimum professional and academic (teaching) qualifications and/or experience. 	<ul style="list-style-type: none"> • Profile of staff professional qualifications by role, appointment status and organizational unit e.g. <ul style="list-style-type: none"> ○ % of staff with a higher degree; <ul style="list-style-type: none"> ▪ Masters ▪ Doctorate. 	◆				
		<ul style="list-style-type: none"> • Profile of staff teaching qualifications and/or experience e.g. <ul style="list-style-type: none"> ○ % of new staff completing Foundations of Teaching and Learning or recognition of equivalent preparation. 		◆			
<p>Standard 1.2. Staff engage annually in professional development and/or mentoring for advancing skills and</p>	<ul style="list-style-type: none"> • Faculties review, monitor and report on their staff profile; qualifications of staff; 	% of staff participating in WPPR.	◆		Valuing Curtin Staff Steering Committee		

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
<p>knowledge appropriate to their area and level of responsibility.</p> <p>Related Enabling Plan:</p> <p>Responsible Manager: DVC(Academic)</p>	<p>participation in professional development; and implementation of workforce development programs.</p>	<ul style="list-style-type: none"> No. of staff participating in internal professional development activities. No of incidents of staff recognition, awards and rewards. 	<p>◆</p> <p>◆</p>		<p>Valuing Curtin Staff Steering Committee</p>		
<p>Standard 1.3. Teaching staff demonstrate an ongoing commitment to continuous improvement in teaching.</p> <p>Related Enabling Plan: Teaching & Learning</p> <p>Responsible Manager: DVC(Academic) DVC(Education)</p>	<p>Teaching staff</p> <ul style="list-style-type: none"> can demonstrate reflective and innovative practice in their teaching; participate in formal activities associated with inquiry into effective teaching; keep abreast of developments and career opportunities in their discipline and/or profession and in higher education teaching and learning; 	<ul style="list-style-type: none"> Number of requests for eVALUate Teaching Surveys. Number of staff attending Foundations and Academic Leadership for Course Coordinators. No staff applying for the TPI. % of student cohort who can use eVALUate (and can be reported as eVALUate rolled out to offshore campuses). 	<p>◆</p> <p>◆</p> <p>◆</p> <p>◆</p>		<p>UTLC</p> <p>UTLC</p> <p>UTLC</p>		
<p>Standard 1.4. The intercultural competence of staff is ensured through recruitment, induction and professional development.</p>	<ul style="list-style-type: none"> International and intercultural perspectives are integrated into all activities, including research and development, teaching and 	<ul style="list-style-type: none"> No. of staff participating in Curtin's internationalisation professional development activities. 		<p>◆</p>	<p>UTLC INTL Committee VCs SC</p>		

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
<p>Related Enabling Plan: VCS, Intl, T&L</p> <p>Responsible Manager: DVC(Academic)</p>	learning, and management policies and systems.	<ul style="list-style-type: none"> Employer and graduate responses on eVALUate “international and intercultural perspectives” survey items. 		◆			
<p>Standard 1.5. New-to-Curtin staff, and staff undertaking new or specialised roles, complete induction and/or training appropriate to their designated roles.</p> <p>Related Enabling Plan: VCS, International, Teaching & Learning</p> <p>Responsible Manager: DVC(Academic)</p>	<ul style="list-style-type: none"> New Curtin staff undertake formal induction program. HoSs, course coordinators and unit coordinators complete induction within one year of appointment or within one year of identified training need. 	<ul style="list-style-type: none"> No. of staff participating in specialized induction and/or training programs by job role. 		◆			
		<ul style="list-style-type: none"> Responses to eVALUate teaching surveys and course experience surveys. 	◆	UTLC			
<p>Standard 1.6. Curtin ensures that all staff who teach in transnational programs have appropriate qualifications, experience, academic preparation, administrative skills and cross-cultural skills to deliver learning programs.</p> <p>Related Enabling Plan: International</p>	<ul style="list-style-type: none"> Schools monitor the academic and administrative performance of staff delivering transnational programs. Staff attend cross-cultural and other induction or transnational preparation workshops annually 	<ul style="list-style-type: none"> % of staff participating in WPP. 		◆			

Curtin Standards	Performance Outcomes	Measures	Monitored				Current Performance
			Currently		By Whom	Frequency	
			Yes	No			
<p>Responsible Manager: DVC(Academic)</p>		<ul style="list-style-type: none"> No. of staff participating in Curtin's internationalization professional development activities 					
<p>Standard 1.7. Curtin ensures that staff employed by offshore or distant partners have appropriate qualifications, experience and language proficiency to deliver the learning programs..</p> <p>Related Enabling Plan: International</p> <p>Responsible Manager: DVC(Academic)</p>	<ul style="list-style-type: none"> Curtin confirms the qualifications and teaching experience of the persons nominated by its transnational or distant partners to teach Curtin programs Curtin approves the appointment of teaching staff employed by offshore and distant partners Curtin conducts or facilitates teaching induction and other workshops at transnational and distant campuses annually 	<ul style="list-style-type: none"> International Office annual review reports. 	◆				

Curtin Standards	Performance Outcomes	Measures	Monitored				Current Performance
			Currently		By Whom	Frequency	
			Yes	No			
Standard 1.8. University rules and guidelines stipulate minimum requirements relating to the supervision of research students. Related Enabling Plan: VCS <i>Research & development</i> Responsible Manager: DVC(Research & Development)	<ul style="list-style-type: none"> Attendance (voluntary) at induction and professional development seminars for supervisors which address University requirements. 100% of higher degree supervisors complete induction within one year of appointment or within one year of identified training need, unless exempted. 	<ul style="list-style-type: none"> % of supervisors who are registered 	◆		URDC		
		<ul style="list-style-type: none"> Number of supervisors (or potential supervisors) that attend supervisor induction and relevant professional development seminars (monitored by UGSC) 					

Supporting evidence

Information and performance measures used to provide evidence that the standards are effectively implemented **must** also include:

- Student satisfaction data using survey results from CEQ, PREQ, eVALUate.

Policy Framework

Curriculum

- [Advisory Board Policy](#)
- [Appropriate Use of Units](#)
- [Course Approval Process](#)

Other supporting Information and performance measures used to provide evidence that the standards are effectively implemented **could** include:

- Data on work readiness/labour-force participation rates.
- Institutional benchmarking of curriculum and trend analyses on key curriculum or student outcome indicators.

- [Course Approval Procedures](#)
 - [Appendix 1 \(What Type of Change is it?\)](#)
 - [Appendix 2 \(University Submission Dates\)](#)
 - [Appendix 3 \(Centrally Approved Developments\)](#)
 - [Appendix 4 \(Divisionally Approved Developments\)](#)
 - [Appendix 5 \(Limited Changes\)](#)

- [Appendix 6 \(Fast Track Approval Process\)](#)
- [Templates and forms](#)
- [Course Approval Guide](#)
- [Course Review Policy](#)
- [Discontinuing courses](#)
- [Graduate Attributes Policy](#)
- [Quality Management Procedures](#)
- [Teaching and Learning at Curtin handbook 2007](#)
- [Unit Outlines Policy](#)
- [Units - Guidelines for the Cancellation of Scheduled Units](#)
- [Units - Guidelines on Issues When Considering the Discontinuation of](#)

Structure of Awards

- [Academic Award Structures](#)

- [Collaborative Awards](#)
- [Double Degrees](#)
- [Enrolment : Degree by Incorporation](#)
- [Intermediate Awards](#)
- [Recognition of Prior Learning](#)
- [Undergraduate Awards - Generic Titles](#)

External Reference Points

- Australian Qualifications Framework [requirements and guidelines](#).
- National [employability skills framework](#).
- National protocols (e.g. [Universities and their students: principles for the provision of education by Australian Universities](#), AVCC 2005).

2. Staff

Curtin aims to achieve excellent teaching that facilitates learning by establishing a culture that recognises, promotes and rewards high-performance, in an environment where minimum teaching standards are rigidly observed.

Curtin Standards	Performance Outcomes	Measures	Monitored				Current Performance
			Currently		By Whom	Frequency	
			Yes	No			
<p>Standard 2.1. Staff are professionally and academically competent to teach in their designated areas, and have formal or accredited teaching qualifications and/or relevant teaching experience.</p> <p>Related Enabling Plan: Teaching & Learning VCS</p> <p>Responsible Manager: DVC(Academic)</p>	<ul style="list-style-type: none"> New academic staff (including Sessional Teaching Staff) complete (relevant parts of) the Foundations of Teaching and Learning program within a year of engagement (unless exempted under the relevant policy). Recruitment procedures stipulate minimum professional and academic (teaching) qualifications and/or experience. 	<ul style="list-style-type: none"> Profile of staff professional qualifications by role, appointment status and organizational unit e.g. <ul style="list-style-type: none"> % of staff with a higher degree; <ul style="list-style-type: none"> Masters Doctorate 	◆				
		<ul style="list-style-type: none"> Profile of staff teaching qualifications and/or experience e.g. <ul style="list-style-type: none"> % of new staff completing Foundations of Teaching and Learning or recognition of equivalent preparation. 		◆			
<p>Standard 2.2. Staff engage annually in professional development and/or mentoring for advancing skills and knowledge appropriate to their area and level of responsibility.</p> <p>Related Enabling Plan:</p>	<ul style="list-style-type: none"> Faculties review, monitor and report on their staff profile; qualifications of staff; participation in professional development; and implementation of workforce development programs. 	% of staff participating in WPPR.	◆		Valuing Curtin Staff Steering Committee		
		<ul style="list-style-type: none"> No. of staff participating in internal professional development activities. 	◆				

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
<p>Responsible Manager: DVC(Academic)</p>		<ul style="list-style-type: none"> No of incidents of staff recognition, awards and rewards. 	◆		Valuing Curtin Staff Steering Committee		
<p>Standard 2.3. Teaching staff demonstrate an ongoing commitment to continuous improvement in teaching.</p> <p>Related Enabling Plan: Teaching & Learning</p> <p>Responsible Manager: DVC(Academic) DVC(Education)</p>	<p>Teaching staff</p> <ul style="list-style-type: none"> can demonstrate reflective and innovative practice in their teaching; participate in formal activities associated with inquiry into effective teaching; keep abreast of developments and career opportunities in their discipline and/or profession and in higher education teaching and learning; 	<ul style="list-style-type: none"> Number of requests for eVALUate Teaching Surveys. 	◆		UTLC		
		<ul style="list-style-type: none"> Number of staff attending Foundations and Academic Leadership for Course Coordinators. 	◆		UTLC		
		<ul style="list-style-type: none"> No staff applying for the TPI. 	◆		UTLC		
		<ul style="list-style-type: none"> % of student cohort who can use eVALUate (and can be reported as eVALUate rolled out to offshore campuses). 	◆				
<p>Standard 2.4. The intercultural competence of staff is ensured through recruitment, induction and professional development.</p> <p>Related Enabling Plan: VCS, Intl, T&L</p> <p>Responsible Manager: DVC(Academic)</p>	<ul style="list-style-type: none"> International and intercultural perspectives are integrated into all activities, including research and development, teaching and learning, and management policies and systems. 	<ul style="list-style-type: none"> No. of staff participating in Curtin's internationalisation professional development activities. 		◆	UTLC INTL Committee VCs SC		
		<ul style="list-style-type: none"> Employer and graduate responses on eVALUate "international and intercultural perspectives" survey items. 		◆			

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
<p>Standard 2.5. New-to-Curtin staff, and staff undertaking new or specialised roles, complete induction and/or training appropriate to their designated roles.</p> <p>Related Enabling Plan: <i>VCS, International, Teaching & Learning</i></p> <p>Responsible Manager: <i>DVC(Academic)</i></p>	<ul style="list-style-type: none"> New Curtin staff undertake formal induction program. HoSs, course coordinators and unit coordinators complete induction within one year of appointment or within one year of identified training need. 	<ul style="list-style-type: none"> No. of staff participating in specialized induction and/or training programs by job role. 		◆			
		<ul style="list-style-type: none"> Responses to eVALUate teaching surveys and course experience surveys. 	◆		UTLC		
<p>Standard 2.6. Curtin ensures that all staff who teach in transnational programs have appropriate qualifications, experience, academic preparation, administrative skills and cross-cultural skills to deliver learning programs.</p> <p>Related Enabling Plan: <i>International</i></p> <p>Responsible Manager: <i>DVC(Academic)</i></p>	<ul style="list-style-type: none"> Schools monitor the academic and administrative performance of staff delivering transnational programs. Staff attend cross-cultural and other induction or transnational preparation workshops annually 	<ul style="list-style-type: none"> % of staff participating in WPP. 		◆			
		<ul style="list-style-type: none"> No. of staff participating in Curtin's internationalization professional development activities 					

Curtin Standards	Performance Outcomes	Measures	Monitored				Current Performance
			Currently		By Whom	Frequency	
			Yes	No			
<p>Standard 2.7. Curtin ensures that staff employed by offshore or distant partners have appropriate qualifications, experience and language proficiency to deliver the learning programs..</p> <p>Related Enabling Plan: <i>International</i></p> <p>Responsible Manager: <i>DVC(Academic)</i></p>	<ul style="list-style-type: none"> • Curtin confirms the qualifications and teaching experience of the persons nominated by its transnational or distant partners to teach Curtin programs • Curtin approves the appointment of teaching staff employed by offshore and distant partners • Curtin conducts or facilitates teaching induction and other workshops at transnational and distant campuses annually 	<ul style="list-style-type: none"> • International Office annual review reports. 	◆				
<p>Standard 2.8. University rules and guidelines stipulate minimum requirements relating to the supervision of research students.</p> <p>Related Enabling Plan: <i>VCS Research & development</i></p> <p>Responsible Manager: <i>DVC(Research & Developmentc)</i></p>	<ul style="list-style-type: none"> • Attendance (voluntary) at induction and professional development seminars for supervisors which address University requirements. • 100% of higher degree supervisors complete induction within one year of appointment or within one year of identified training need, unless exempted. 	<ul style="list-style-type: none"> • % of supervisors who are registered • Number of supervisors (or potential supervisors) that attend supervisor induction and relevant professional development seminars (monitored by UGSC) 	◆		<i>URDC</i>		

Supporting evidence

Information and performance measures used to provide evidence that the standards are effectively implemented **must** include:

- An analysis of staff profile against internal and external benchmarks e.g.
 - staff student ratios;
 - academic/administrative staff ratios; and
 - sessional teaching staff numbers.
- Teaching quality data derived from surveys of students on satisfaction, engagement, experience (CEQ, PREQ, eVALUate, 1st year experience etc).
- Outcomes of performance appraisal.

Policy Framework

- [Academic Appointments to Senior Administrative Positions](#)
- [Academic Exchanges](#)
- [Academic Study Leave](#)
- [Conferences](#)
- [Development Opportunities - General Staff](#)
- [Managing for Continuous Improvement and Growth](#)
- [Procedures for Academic Promotion](#)
- [Secondment Guidelines](#)
- [Staff as Students](#)
- [Staff Study Support](#)
- [Study Leave Reports - Deputy Vice-Chancellors](#)

Other supporting information and performance measures used to provide evidence that the standards are effectively implemented **could** include:

- National benchmark comparisons of staff profile by discipline area (e.g. % by qualification type and level).
- Annual sampling of staff development processes indicating acceptable compliance.
- Reviews of staff development practices in response to identified challenges.
- Teaching resources allocation model.
- Outcomes of staff recognition/rewards programs.
- Outcomes of staff satisfaction surveys (QWL).
- Staff workloads.
- Annual sampling of staff recruitment and staff performance reviews indicating acceptable compliance.
- Teaching and learning plans and implementation reports.

External Reference Points

- National benchmark comparisons of staff profile by discipline area (e.g. % by qualification type and level)

Other (internal) reference points include:

- Curtin [Teaching and Learning Enabling Plan](#)
- [Curtin Academic Staff Promotion Expectations](#)
- Curtin requirements for recruitment, selection and promotion of staff

3. Learning Environment

Curtin is committed to enhancing teaching and learning through spaces and facilities that promote innovative approaches to student-centred learning and provide students with an optimal level of choice and control over the structure, sequence, method and timing of their learning activities.

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
Standard 3.1. All students have access to facilities, amenities, activities and services required to successfully participate in their	<ul style="list-style-type: none"> Teaching spaces, facilities, resources and technology are safe, fit for purpose and support effective teaching and learning. 	<ul style="list-style-type: none"> Usage/availability figures of the physical and virtual environments (including where appropriate, downtime and complaints). 	◆		ICT SC Facilities SC	Annually	

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
<p>course of study, irrespective of study location or mode of delivery.</p> <p>Related Enabling Plan: Facilities ICT Teaching & Learning</p> <p>Responsible Manager: DVC(Academic)</p>	<ul style="list-style-type: none"> Learning and administrative support services provided to students are documented in Area Plans that specify the level of support, and the range and quality of services and facilities to be provided Planned and systematic strategies are in place to monitor and review the quality of facilities, amenities, activities and services. Facilities, amenities, activities and services are consistent with industry and/or professional standards. 	<ul style="list-style-type: none"> CASS and PREQ survey data on satisfaction measures related to the University's resources, facilities (including space, ICT, library), amenities and services. 	◆		ICT SC Facilities SC	Annually	
<p>Standard 3.2. A student transition and retention framework guides the University in enhancing each student's learning experience and performance.</p>	<ul style="list-style-type: none"> Retention data is monitored and reported annually. 	<ul style="list-style-type: none"> CASS survey data on participation in, and satisfaction with, support programs and services. 	◆		Support Services	Annually	

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
<p>Related Enabling Plan: Teaching & Learning Support Services</p> <p>Responsible Manager: DVC(Academic)</p>		<ul style="list-style-type: none"> Student <ul style="list-style-type: none"> pass rates retention rates attrition and withdrawal rates completion rates progression to higher degrees 	◆		UTLC	Annually	
<p>Standard 3.3. Professional and personal development activities designed to increase career management skills and opportunities, and enhance transition from study to work, are offered to students.</p> <p>Related Enabling Plan: Support Services Plan</p> <p>Responsible Manager: DVC(Academic)</p>	<ul style="list-style-type: none"> Rates of graduate employment are above national averages Employee satisfaction levels are high. 	<ul style="list-style-type: none"> Satisfaction rate CASS (Career Services) survey. 	◆		Support Services	Annually	
		<ul style="list-style-type: none"> Satisfaction rates on eVALUate graduate and employer surveys. 	◆		Teaching & Development	Annually	
		<ul style="list-style-type: none"> Satisfaction rates on GDS (employment rates) and CEQ (graduate qualities) surveys. 	◆		Office of Teaching & Learning	Annually	
<p>Standard 3.4. An active and positive partnership with the Curtin Guild or equivalent is maintained.</p> <p>Related Enabling Plan:</p> <p>Responsible Manager: DVC(Academic)</p>	<ul style="list-style-type: none"> Student-led activities promoting community involvement, sporting achievement and cultural and social interaction are encouraged and supported. Amenities, facilities, services and student-led organisations supported by the Guild supplement Curtin's provisions and 	<ul style="list-style-type: none"> Satisfaction rates on CASS (Student Guild questions) survey. 		◆		Annually	
		<ul style="list-style-type: none"> JR - Level of student representation on University committees, working parties and other consultative mechanisms. 				Annually	

Curtin Standards	Performance Outcomes	Measures	Monitored				Current Performance
			Currently		By Whom	Frequency	
			Yes	No			
	<p>enhance the student experience.</p> <ul style="list-style-type: none"> JR –Students participate in the development of policy and procedures affecting them and feel appropriately consulted. 						
<p>Standard 3.5. Student mobility programs foster internationalization and build strategic partnerships with overseas institutions and education providers.</p> <p><i>Related Enabling Plan: International</i></p> <p><i>Responsible Manager: DVC(Academic)</i></p>	<ul style="list-style-type: none"> Students participate in student mobility programs. 	<ul style="list-style-type: none"> Number of exchange programs in place. 	◆		<i>International Committee</i>	<i>Annually</i>	
		<ul style="list-style-type: none"> Number of students participating in exchange programs. 					
<p>Standard 3.6. Services supporting the delivery of Curtin programs offered through partners offshore and onshore include agreed essential facilities, amenities, activities and services equivalent to those required at Curtin Bentley, and meet the</p>	<ul style="list-style-type: none"> Annual and triennial reviews occur Action Plans are developed and implemented . 	<ul style="list-style-type: none"> % of annual and triennial reviews that occur. 	◆		<i>International Committee</i>	<i>Annually</i>	

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
<p>specified requirements for approval and review.</p> <p>Related Enabling Plan: <i>International</i></p> <p>Responsible Manager: <i>DVC(International)</i></p>		<ul style="list-style-type: none"> % of action items that are completed by due date. 					

Supporting evidence

Information and performance measures used to provide evidence that the standards are effectively implemented **could** include:

- Benchmarking reports where available on facilities, amenities, activities and services provided.
- Refurbishment expenditure and/or equipment replacement plans, average age of equipment.
- Web page statistics and feedback on the effectiveness of online student information and support.
- Integration of e-learning into courses (e.g. blackboard usage / hit rates together with both student and academic evaluations of eLearning experiences and support structures).
- Policies and provision of access to (and availability) of the courseware delivery system.
- The number of units with web presence (outline, assessments, resources) and flexible learning opportunities (interaction, collaboration, iLectures).
- Training and support on University facilities, equipment and services provided to staff and students.

Policy Framework

- [Bullying - the Prevention and Management of](#)
- [Child/Children on Campus Procedures](#)
- [Classrooms - Maximum Student Numbers](#)
- [Confidentiality of University Counselling Records](#)
- [Cultural Diversity Procedures](#)
- [Curtin Multicultural Day](#)
- [Disability Access and Inclusion Plan Policy Statement](#)
- [Diversity in the Workplace](#)
- [Diversity Policy](#)
- [Employment of Indigenous Australian Peoples](#)
- [Equal Opportunity Policy](#)

- [External representatives policy](#)
- [Inclusive Language Procedures](#)
- [Indigenous Governance Policy](#)
- [Parking and Traffic](#)
- [Physical Facilities Policy](#)
- [Procedures for the Elimination of Discrimination and Harassment](#)
- [Statute No. 4 - Student Guild](#)
- [Student Housing](#)
- [Study Abroad and Student Exchange](#)
- [Timetabling and Class Times](#)

External Reference Points

- [Australian Disability Clearinghouse on Education and Training \(ADCET\)](#)
- [DEST guidelines for University Teachers](#)
- [DEST Quality Assurance Guidelines](#)
- [Disability Discrimination Act \(1992\)](#)
- [Education Services for Overseas Students \(ESOS\)](#)
- [The Australian and New Zealand Student Services Association \(ANZSSA\)](#)

4. Students

Curtin will be acknowledged as a forward-thinking university that identifies, plans and implements appropriate measures, policies and procedures to ensure students receive a quality experience.

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
<p>Standard 4.1. The University observes all legislation and national codes relevant to the provision of education to students.</p> <p>Related Enabling Plan:</p> <p>Responsible Manager: DVC(Academic)</p>	<ul style="list-style-type: none"> • Curtin complies with its obligations. • The University provides staff and students with access to all necessary laws, codes, University Statutes, rules, by-laws, policies and procedures. • Students are informed of their rights and responsibilities. 	<ul style="list-style-type: none"> • % compliance on relevant sections of the Annual Certification returns. 		◆			
		<ul style="list-style-type: none"> • % compliance of unit outlines with requirement to include information on rights and responsibilities. 					
<p>Standard 4.2. Students are provided with efficient procedures for admission, enrolment, progression and completion, and with timely</p>	<ul style="list-style-type: none"> • Accurate and timely information on courses and units is provided. 	<ul style="list-style-type: none"> • CASS results on enrolment experience • % compliance of course descriptions (as measured by Course Outline Builder). 	◆		Support Services		

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
<p>and relevant course information.</p> <p>Related Enabling Plan: Marketing Support Services</p> <p>Responsible Manager: DVC(Academic)</p>	<ul style="list-style-type: none"> Marketing of courses is professional and accurate, and maintains the integrity and reputation of the University. 	<ul style="list-style-type: none"> % compliance of unit outlines (as measured by Unit Outline Builder). 					
<p>Standard 4. 3. Students admitted to the University are assessed as capable of successfully completing their course.</p> <p>Related Enabling Plan: Student Central Plan</p>	<ul style="list-style-type: none"> Curtin has clearly defined and appropriate minimum entry requirements. All students admitted to Curtin satisfy the minimum requirements for their course. 	<ul style="list-style-type: none"> Entrance scores and admissions data derived from IAF, DEST and TISC databases. 	◆		Faculty Management		

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
Faculty Responsible Manager: DVC(Academic)	<ul style="list-style-type: none"> Admission policies and processes are informed by progress and completion data for specific cohorts and populations of students, and take into account a student's potential to successfully complete the course requirements. In setting admission policy, due consideration is given to the University's commitments and responsibilities to equity and access. 	<ul style="list-style-type: none"> Course outcome indicators itemised by course, unit and cohort characteristics (e.g. age, gender, study location, etc): <ul style="list-style-type: none"> attrition/retention/progression/completion rates pass/fail/credit/distinction rates semester and course weighted averages. (in PVC KPIs) 	◆		PVCs		

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
<p>Standard 4.4. Approved RPL is academically defensible and takes into account the student's ability to successfully complete the remaining requirements of the course.</p> <p>Related Enabling Plan: <i>International Faculty</i></p> <p>Responsible Manager: <i>DVC(Education)</i></p>	<ul style="list-style-type: none"> RPL is not granted where this will result in the student undertaking less than the prescribed minimum amount of study at Curtin. Approval mechanisms ensure that only students who hold the requisite skills and knowledge are granted RPL. RPL is consistently and fairly applied across faculties and schools. 	<ul style="list-style-type: none"> RPL granted by relevant student and course demographics. 		◆			
<p>Standard 4.5. Students receiving an award from Curtin meet the prescribed requirements for the award.</p> <p>Related Enabling Plan:</p> <p>Responsible Manager: <i>DVC(Education)</i></p>	<ul style="list-style-type: none"> Curtin graduates meet registration requirements where appropriate. Curtin graduates are valued employees. 	<ul style="list-style-type: none"> Student completion data. eVALUate Employer satisfaction data 					

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
<p>Standard 4.6. The University ensures the availability of core units and other requirements to enable program completion within allowable timeframes.</p> <p>Related Enabling Plan:</p> <p>Responsible Manager: DVC(Education)</p>	<ul style="list-style-type: none"> Students are able to complete their course in the minimum time on a full time load. 	<ul style="list-style-type: none"> Student completion data – especially time to complete relative to course and number of core unit substitutions made because of unavailability of unit 					

Supporting evidence

Information and performance measures used to provide evidence that the standards are effectively implemented **could** include:

- Progression to higher degrees
- Other measures used to determine levels of student satisfaction
- Results and outcomes implemented as a consequence of C2010 annual and comprehensive review.

Policy Framework

- [Assessment Manual](#)
- [Academic Board](#)
- [Course time limits](#)
- [Cross-Institutional Enrolment](#)
- [Disability Access and Inclusion Policy Statement](#)
- [Distance Education](#)
- [Employability Skills Framework](#)
- [Excursions, Campus and Field Training](#)
- [Guidelines for the Matriculation of Unqualified School Leavers \(Permanent Residents\)](#)
- [Honours Degrees and Degrees with Honours](#)
- [Language of Instruction](#)
- [Minimum English language proficiency requirements for international students](#)
- [Oasis and Official Communication Channel](#)
- [Orientation policy](#)
- [Prospective international student information](#)
- [Recognition of Prior Learning](#)
- [Statute 12 \(Enrolment\) and Rules 1 to 13 made pursuant to Statute 12](#)
- [Student Charter](#)
- [Student Rights and Responsibilities](#)
- [Statute No. 12 – Enrolment](#)

- [Rule No 1 Made pursuant to Statute 12 – Enrolment : Application, Selection and Admission into Courses](#)
- [Rule No 4 Made pursuant to Statute 12 – Enrolment : Enrolment into Extension Studies](#)
- [Rule No 5 Made pursuant to Statute 12 – Enrolment : Degree by Incorporation](#)
- [Rule No 10 Made pursuant to Statute 12 – Enrolment: Degree of Doctor by Research](#)
- [Rule No 11 Made pursuant to Statute 12 – Enrolment: Degree of Master by Research](#)

- [Rule No 12 Made pursuant to Statute 12 – Enrolment: Degree of Doctor by Coursework](#)
- [Student Evaluation of Learning and Teaching Policy](#)

External Reference Points

- [AVCC Guidelines for Effective University Teaching](#)
- Education Services for Overseas Students (ESOS) Act 2000
- National Code 2007

5. Higher Degree by Research Students

The award of a Master's (by Research) or a PhD indicates that a student has contributed substantially to the knowledge or understanding in a field, and is capable of carrying out independent research.

Curtin Standards	Performance Outcomes	Measures	Monitored				Current Performance
			Currently		By Whom	Frequency	
			Yes	No			
<p>Standard 5.1. Enrolment and candidacy for higher degree by research programs occur only when all relevant requirements are met.</p> <p>Related Enabling Plan: <i>Research Management Plan</i></p> <p>Responsible Manager: <i>Dean, Graduate Studies</i></p>	<ul style="list-style-type: none"> Higher degree by research students meet admission and enrolment requirements. Higher degree by research students attain candidacy when the research program has all required approvals, and Curtin confirms availability of supervision, and resources. 	<ul style="list-style-type: none"> % of enrolled students achieving candidacy. 	◆		UGSC	Annually	
<p>Standard 5.2. A student's enrolment in a higher degree by research program is reviewed annually.</p>	<ul style="list-style-type: none"> Schools monitor student progress through Annual Progress Reports. Appropriate feedback on 	<ul style="list-style-type: none"> % students who complete and APR. 	◆		UGSC	Annually	

Curtin Standards	Performance Outcomes	Measures	Monitored				Current Performance
			Currently		By Whom	Frequency	
			Yes	No			
<p>Related Enabling Plan: <i>Research Management Plan</i></p> <p>Responsible Manager: <i>Dean, Graduate Studies</i></p>	<p>progress is provided to the student and detailed follow-up on issues raised.</p>	<ul style="list-style-type: none"> % of students in good standing 	◆		<i>UGSC</i>	<i>Annually</i>	
<p>Standard 5.3. Students undertaking research at Curtin comply with University rules and policies and national codes of practice governing the conduct of research.</p> <p>Related Enabling Plan: <i>Research Management Plan</i></p> <p>Responsible Manager: <i>Dean, Graduate Studies</i></p>	<ul style="list-style-type: none"> All research students are offered training that promotes awareness of research-related legislation, guidelines, processes and ethics. 	<ul style="list-style-type: none"> # of Induction programs conducted. 	◆		<i>UGSC</i>	<i>Annually</i>	
		<ul style="list-style-type: none"> # of research students completing programs. 					
		<ul style="list-style-type: none"> Participation statistics for RILP, ATN-LEAP and ATN-MORE. 	◆			<i>Annually</i>	
		<ul style="list-style-type: none"> Number of academic misconduct incidents reported. 	◆		<i>Faculty</i>		
	<ul style="list-style-type: none"> Research involving animals and/or humans is approved by the appropriate research ethics committee. 	<ul style="list-style-type: none"> Number of approved ethics applications. 	◆		<i>HREC AEC</i>	<i>Annually</i>	
		<ul style="list-style-type: none"> Number of adverse events (e.g. animal death, allegation of research misconduct, or conflict of interest). 	◆				

Curtin Standards	Performance Outcomes	Measures	Monitored				Current Performance
			Currently		By Whom	Frequency	
			Yes	No			
Standard 5.4. Examination of research theses conforms to University rules and national and University guidelines. Related Enabling Plan: <i>Research Management Plan</i> Responsible Manager: <i>Dean, Graduate Studies</i>	<ul style="list-style-type: none"> Examination Reports and finalisation of theses are reviewed. 	<ul style="list-style-type: none"> Examination Report return rates. 	◆		UGSC	Annually	
		<ul style="list-style-type: none"> Numbers of completed theses and grades achieved. 	◆		UGSC	Annually	
Standard 5.5. Supervision and day-to-day management of research students are conducted in accordance with University guidelines. Related Enabling Plan: <i>Research Management Plan</i> Responsible Manager: <i>Dean, Graduate Studies</i>	<ul style="list-style-type: none"> Supervisors of Curtin research students are appointed and conduct supervision in line with relevant guidelines. 	<ul style="list-style-type: none"> % of supervisors that are registered 	◆		UGSC	Annually	
		<ul style="list-style-type: none"> # of Induction and seminar programs conducted for Supervisors of Curtin research students. 	◆		UGSC	Annually	
	<ul style="list-style-type: none"> Supervisors of Curtin research students are offered training related to the conduct of supervision. 	<ul style="list-style-type: none"> # of supervisors attending programs 					

Supporting evidence

Information and performance measures used to provide evidence that the standards are effectively implemented **must** include:

- Feedback from designated items on PREQ and CASS surveys.

Policy Framework

- Rules governing the admission of students into Curtin's higher degree programs are provided at <http://research.curtin.edu.au/graduate/policies.cfm#rules>
- [Academic integrity and plagiarism website](#)
- [Administration of Intellectual Property Matters](#)
- [Advice for Examiners for the Degree of Doctor](#)
- [Advice for Examiners for the Degree of Master by Research](#)
- [Application for Entry to Register of Supervisors of Higher Degree by Research Students](#)
- [Application for Entry to Register of Supervisors of Higher Degree by Research Students](#)
- [Application of Guidelines for Doctoral and Masters Degree Equivalence \(for Staff as Supervisors\)](#)
- [Biological Hazards](#)
- [Code of Conduct for the Responsible Practice of Research](#)
- [Conditions for the Exchange of Plant Germplasm](#)
- [Conducting Educational and Research Activities involving Australian Indigenous People](#)
- [Consultancy Policy and Procedures](#)
- [Disclosure of Intellectual Property Form](#)
- [Disposal of Hazardous Medical Waste](#)
- [EduSafe Requirements](#)
- [Enriching Postgraduate Teaching and Learning Seminars](#)
- [Enriching Postgraduate Teaching and Learning Seminars](#)
- [Essential Facilities for On-campus and Off-campus students](#)
- [Establishment, Operation and Review of Externally Funded Research Centres](#)

Information and performance measures used to provide evidence that the standards are effectively implemented **could** include:

- Sector benchmarking examples.
- [Establishment, Operation and Review of University Research Institutes and University Research Centres](#)
- [Grievance Information](#)
- [Guidelines for Establishing the Supervisory Relationship](#)
- [Guidelines for Establishing the Supervisory Relationship](#)
- [Guidelines for Heads of Enrolling Areas](#)
- [Guidelines for Higher Degree by Research Candidates](#)
- [Guidelines for Postgraduate Coordinators](#)
- [Guidelines for the Editing of Research Theses by Professional Editors](#)
- [Guidelines for the Implementation of the English Language Support Program for International Postgraduate Research Students](#)
- [Guidelines for the Register of Supervisors of Higher Degree by Research Students](#)
- [Guidelines for Thesis Committee Members](#)
- [Intellectual Property Committee](#)
- [List of currently registered supervisors](#)
- [Occupational Safety and Health Policy](#)
- [Ownership of Intellectual Property](#)
- [Plagiarism management plan](#)
- [Plagiarism Policy](#)
- [Research Costing and Pricing Procedures](#)
- [Research Information Literacy Program \(RILP\)](#)
- [Research Management](#)
- [Safety in Animal Houses](#)
- [Safety in Laboratories](#)
- [Screen Based Equipment](#)
- [Staff as Students policy](#)
- [Staff guidelines for managing plagiarism](#)

- [Staff Obligations and Compliance](#)
- [Student guidelines for avoiding plagiarism](#)
- [Turnitin](#)
- [University-wide supervisor research induction program](#)

External Reference Points

- Universities Australia/Council of Deans and Directors of Graduate Studies standards

- [Australian Code for the Responsible Conduct of Research](#)
- [Australian Code of Practice for the Care and Use of Animals for Scientific Purposes - 7th Edition \(2004\)](#)
- [NHMRC Act \(1992\)](#)
- [National Statement on Ethical Conduct in Human Research \(2007\)](#)
- DDOGS Generic Capabilities for Research Students Framework ([Council of Australian Deans and Directors of Graduate Studies](#))

6. Equity, Indigenous and International Students

Curtin values the diversity of its student population and takes measures to ensure that the language, beliefs, norms, values, and practices of its community provide for the academic and social well-being of students from diverse backgrounds.

Equity

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
Standard 6.1. Appropriate academic and administrative support services are provided to all students, including those with special needs. Special provision is made for students whose academic performance may be adversely affected by illness, disability or other serious cause beyond their control. Related Enabling Plan: Support Services Plan	<ul style="list-style-type: none"> Student recruitment, admission and enrolment procedures are non-discriminatory Student orientation programs are inclusive in design and application Curtin's <i>Student Equity Strategy</i> and <i>Disability Access and Inclusion Plan</i> 	<ul style="list-style-type: none"> Number and type of equity programs 	◆		Support SVCS		
		<ul style="list-style-type: none"> Number of scholarships available to students with special needs. 		◆			

			Currently		By Whom	Frequency	
			Yes	No			
<p>Standard 6.3. The design, delivery and assessment of Australian-based learning and teaching programs take into account the cultural needs and community responsibilities of indigenous students.</p> <p>Related Enabling Plan: <i>Teaching & Learning CAS</i></p> <p>Responsible Manager: <i>DVC Academic</i></p>	<ul style="list-style-type: none"> The Centre for Aboriginal Studies facilitates the participation of Aboriginal and Torres Strait Islander people in tertiary studies, and fosters new ways of learning and working that are culturally appropriate for indigenous and non-indigenous people alike The Centre for Aboriginal Studies is consulted in respect of all educational and research activities involving indigenous students and perspectives. Inclusion of indigenous perspectives in program curricula 	<ul style="list-style-type: none"> Admission, progress and retention statistics of indigenous students 					
		<ul style="list-style-type: none"> CEQ, GDS and eVALUate survey results for indigenous students. 	◆		<i>CAS Management UTLC</i>		
<p>Standard 6.4. Culturally-appropriate learning and other support is provided for Australian indigenous</p>	<ul style="list-style-type: none"> Australian indigenous students are appropriately supported to undertake and continue study. 	<ul style="list-style-type: none"> Number of new indigenous student enrolments 	◆				
		<ul style="list-style-type: none"> Retention rates for indigenous students. 	◆				

Curtin Standards	Performance Outcomes	Indicative Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
students. Related Enabling Plan: <i>Teaching & Learning</i> CAS VCS Responsible Manager: <i>DVC Academic</i>		<ul style="list-style-type: none"> Number of students in the Indigenous Tertiary Access Scheme. Number of students in indigenous mentoring schemes. CASS survey results – indigenous student participation in, and satisfaction with, support programs. 	◆		CAS Management UTLC		

International

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
Standard 6.5. The University complies with its obligations to international students as prescribed by (i) Australian laws, regulations and codes of	<ul style="list-style-type: none"> Curtin is compliant. 	<ul style="list-style-type: none"> % ESOS Act audits that are green 	◆				

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
practice and (ii) relevant overseas laws, regulations and codes of practice Related Enabling Plan: <i>International</i> Responsible Manager: <i>DVC International</i>		<ul style="list-style-type: none"> % country audits that are green 	◆				
		<ul style="list-style-type: none"> Percentage of programs which are compliant with National Protocols 	◆				

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
<p>Standard 6.6. The quality of student learning experience is equivalent for all Curtin students, whether studying onshore or offshore</p> <p>Related Enabling Plan:</p> <p>Responsible Managers: DVC International; DVC Education</p>	<ul style="list-style-type: none"> • Program materials, delivery and assessment is of a equivalent standard, whether onshore or offshore • Students have an appropriate level of access to locally-employed staff teaching at offshore and onshore locations • Administrative and support services delivered to students suit their educational, social and cultural context. 	<p>Satisfaction rates on eVALUate and CASS (relevant questions) survey.</p>	◆				

Supporting evidence

Information and performance measures used to provide evidence that the standards are effectively implemented **must** include:

- National rankings and comparisons of entrance scores, admissions and student demographic data.
- Curtin expects that equity students will achieve at least
 - Progression rate of 80%
 - First year retention 75%
 - Undergraduate SWA at $\geq 65\%$
 - Post graduate SWA at $\geq 70\%$

Policy Framework

- [Indigenous Governance Policy And Principles For Implementation](#)
 - [Schedule 1 - Policy on the Role of the Centre for Aboriginal Studies](#)
 - [Schedule 2 - Constitution of the Curtin Indigenous Policy Committee](#)
 - [Schedule 3 - Professional Competencies and Backgrounds which should be represented in the Membership of the Council](#)
 - [\[refer - Schedule 6 to Identification of Candidates and Selection Process : Office of Chancellor, and Other Members of the Council\]](#)
 - [Schedule 4 - \[refer Diversity Policy\]](#)
 - [Schedule 5 - \[refer Procedures for the Employment of Indigenous Australian Peoples\]](#)
 - [Schedule 6 - \[refer Statement of Reconciliation and Commitment\]](#)
 - [Schedule 7 - Monitoring of Policy](#)
 - [Schedule 8 - Policy Implementation Plan](#)
- [International marketing](#)
- Loan fund for international students and temporary resident students (under review)
- [Rule No 3 to Statute 26:](#)
 - [fees and charges: international student tuition fees and refunds](#)

External Reference Points

- [Annual Review \(refer to Collaborative Education Services\)](#)
- [Assessment of New Programs \(refer to Collaborative Education Services\)](#)
- [AVCC Guidelines for Effective University Teaching](#)
- [AVCC Guidelines for working with students with disabilities](#)
- [Code of ethical practice in the provision of education to international students by Australian Universities](#)
- [Collaborative Education Services](#)
- [DEST Disability Education Standards](#)
- [Disability Discrimination Act](#)
- [Disability Services Act](#)
- [Disability Services Commission](#)
- Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2007
- [Equity Practitioners in Higher Education Association \(EOPHEA\)](#)
- Higher Education Support Act (HESA) 2003

7. Appeals and Grievances

All members of the University have rights and responsibilities which they may exercise according to their designated positions, their role or function within the University, and the policies, regulations and statutes of the University. The principles of fair representation and justice apply equally to staff and students.

Curtin Standards	Performance Outcomes	Measures	Monitored			Current Performance	
			Currently		By Whom		Frequency
			Yes	No			
Standard 7.1. All Curtin students have access to clearly articulated policies and transparent processes for the administration of grievances and appeals. Related Enabling Plan: Responsible Manager: DVC(Academic)	<ul style="list-style-type: none"> Curtin has clearly defined processes in relation to the administration of student appeals and grievances. 	<ul style="list-style-type: none"> Statistics on the nature and number of grievances and appeals. 	◆				
		<ul style="list-style-type: none"> % of appeals upheld. 	◆				
Standard 7.2. The University provides access to staff to discuss program matters, address concerns and complaints; and ensure timely, fair and constructive assessment of work. Related Enabling Plan: Responsible Manager: DVC(Academic)	<ul style="list-style-type: none"> Concerns, complaints, appeals and grievances are dealt with in an efficient and timely manner to ensure that unnecessary disruptions to the continuity of services is avoided. 	<ul style="list-style-type: none"> Statistics on academic reviews of appeals and grievance procedures. 					
		<ul style="list-style-type: none"> Reports on student appeals and outcomes. What measures? 					
		<ul style="list-style-type: none"> Reports from Boards of Examiners. What measures 					

Policy Framework

- [Academic Misconduct](#)
- [Academic status appeals policies](#)
- [Admission or Selection Appeals](#)
- [Complaints Directory \[refer to Complaint Mechanisms\]](#)
- [Curtin Assessment Manual](#)
- [Enrolment Appeal](#)
- [Examination appeals policies](#)
- [Grievance Resolution Flowcharts](#)
- [Grievance Resolution Policy](#)
- [Grievance Resolution Protocol](#)
- [Leave of Absence Appeals](#)
- [Misconduct Appeals](#)
- [Recognition of Prior Learning Appeals](#)
- [Student Appeals Policy](#)
- [Student Disciplinary Statute – Statute 10](#)

External Reference Points

- Higher Education Support Act (HESA) 2003
- Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2007