Edith Cowan University

Policy

Policy Title: **Curriculum Design**

Policy Owner: Pro-Vice-Chancellor (Education)

Keywords: Curriculum, Course, Unit, Unit Set, Design, AQF, HESF, Learning Outcomes, Globally Relevant, Learning-centred, Transformative

Policy Code: PL282 [ac113]

1. INTENT

This policy outlines the principles to be applied in the design of the University's coursework curriculum to support a distinctive whole-of-institution approach. The principles set out in this policy shall guide the development and renewal of the University's curriculum and form the basis for transparent approval and review processes irrespective of the location or mode of learning.

2. ORGANISATIONAL SCOPE

This policy applies to all teaching staff involved in the design of higher education coursework including enabling, undergraduate and post-graduate coursework. It does not apply to Vocational Education and Training (VET) courses.

3. DEFINITIONS

TERM	DEFINITION
Australian Qualifications Framework (AQF)	The national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.
course	A program of study necessary to qualify for an award of the University or a non-award course approved for delivery in accordance with University policy.

PL282 [ac113] Curriculum Design Policy

All printed copies are uncontrolled. For the latest version of this policy always check the Legislation and Policy Search Directory

Page **1** of **5**

May 2018

TERM	DEFINITION
Course Consultative Committee	The Course Consultative Committee is a forum comprising members from industry, employers and the community. It provides high level advice to the University about courses, teaching, research, and professional and community engagement.
Discipline Threshold Learning Outcomes	Minimum discipline knowledge, discipline-specific skills and professional capabilities including attitudes and professional values that are expected of a graduate from a specified level of program in a specified discipline area
Learning Outcomes	The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of completing a unit or whole course.
Professional Accreditation	The formal accreditation of a course by, or on behalf of, a professional body, based on an assessment of the course that includes the attainment of profession-specific competence and/or practice by graduates.
Professional Body	An independent corporate entity, industry association, private organisation, or government agencies, and collectives of such entities that represents a profession.
unit	A unit of study (or, in the case of a VET qualification, a unit of competency as that term is defined under relevant legislation).
unit set	A group of units which a student must complete in order to fulfil part of the requirements of a course.

4.   POLICY CONTENT

Curriculum design involves intentionally designing learning, teaching and assessment to guide a student to successfully complete a course or unit. At Edith Cowan University, courses, units, and unit sets are designed to foster globally-oriented and socially-just citizens who have the skills for life-long learning.

This policy recognises the diversity of disciplines at the University and facilitates flexibility in curriculum design that is informed by discipline scholarship and endorsed by professional bodies and industry partners.

Curriculum is learning-centred

ECU is committed to ensuring the learning outcomes, teaching and assessment activities, learning resources, and support are focussed on enabling and enhancing learning for all students.

Curriculum Design will:

4.1.   Be developed in a collaborative environment.

4.2.   Take a whole-of-course approach informed by the following reference points:

PL282 [ac113] Curriculum Design Policy
All printed copies are uncontrolled. For the latest version of this policy always check the Legislation and Policy Search Directory

Page **2** of **5**
May 2018

- Australian Qualifications Framework (AQF);

- Higher Education Standards Framework (Threshold Standards) 2015

- External professional accreditation standards (when applicable) and Course Consultative Committees;

- The ECU Strategic Plan; and

- Discipline Threshold Learning Outcomes (when applicable).

4.3. Align teaching and learning activities, learning resources and support, assessment strategies, and feedback mechanisms in order to support student achievement of course and unit learning outcomes to clear and appropriate standards as outlined in the Curriculum Design Procedure.

4.4. Scaffold learning and support students in their transition into, progression through and transition out of their course of study, including fostering progressive and coherent achievement of learning outcomes across the course.

4.5. Actively consider the needs and preparedness of students including embedding early assessment that provides formative feedback to students; and, ensure students receive timely feedback that assists in their achievement of learning outcomes.

4.6. Ensure that all students, regardless of location or mode of learning, educational background, or entry pathway, have access to equivalent opportunities to learn and succeed.

4.7. Be evidenced-based and draw on substantial, coherent and contemporary knowledge and scholarship.

4.8. Be guided by the requirements for monitoring participation, progress, and completion of all students and student experience data to inform and improve teaching and learning practice as per the Curriculum Evaluation and Review Policy.

Curriculum is globally relevant

ECU is committed to enabling all students to develop knowledge, skills and attitudes to navigate the complexity and diversity present in a rapidly changing world, including the world of work, and for making positive and ethical contributions to the community.

Curriculum Design will:

4.9 Contextualise and embed generic skills, including communication, teamwork and self-management, problem-solving and critical thinking across the course.

4.10 Internationalise the student experience through development of intercultural knowledge, skills, and attitudes; opportunities for student mobility; and, learning activities that encourage collaboration and dialogue between cultures.

4.11 Provide technology-enhanced learning experiences that develop students' digital literacies, as relevant to the discipline and the needs of learners.

4.12 Engage students in authentic tasks, including embedding experiential learning opportunities; and, explicitly include career development learning across a course to promote employability.

PL282 [ac113] Curriculum Design Policy
All printed copies are uncontrolled. For the latest version of this
policy always check the Legislation and Policy Search Directory

Page **3** of **5**

May 2018

Curriculum is transformative

ECU is committed to intentionally engaging students in learning experiences that challenge their existing assumptions and paradigms and promote critical reflection on their worldviews.

Curriculum design will:

4.13 Provide an environment that encourages students to engage in personally meaningful and integrative learning; autonomous thinking; and, critical reflection.

4.14 Promote future-oriented practices to foster long-term social and environmental sustainability including through proactive interactions with industries and communities.

4.15 Be inclusive of all students by acknowledging, respecting, and valuing diversity in the student cohort.

4.16 Ensure that all students encounter and engage with Aboriginal and Torres Strait Islander cultural content – developed in partnership with Aboriginal and Torres Strait Islander people – as integral parts of their course of study.

4.17 Create a research-rich environment including learning experiences founded on contemporary research in the discipline; allowing students to learn about others' research in their discipline; engaging students in learning research processes and methodologies; or supporting students to learn about their discipline through authentic inquiry.

5. ACCOUNTABILITIES AND RESPONSIBILITIES

In relation to this policy, the following positions are responsible for the following:

5.1 The Pro-Vice-Chancellor (Education) has overall responsibility for the content of this policy and its operation at Edith Cowan University.

5.2 The Executive Deans; the Dean, Graduate Research School; Head, Kurongkurl Katitjin and Pro-Vice-Chancellor (Education) are accountable for the implementation of this policy and its related procedures within their school/academic unit.

5.3 All members of the University community are expected to comply with ECU Policies.

6. RELATED DOCUMENTS:

This policy is supported by the following documents:

- ECU Excellence Framework Policy

- Curriculum Design Procedure

- Assessment Policy

- Assessment, Examination and Moderation Procedure

- Curriculum Evaluation and Review Policy

PL282 [ac113] Curriculum Design Policy
All printed copies are uncontrolled. For the latest version of this
policy always check the Legislation and Policy Search Directory

Page **4** of **5**

May 2018

- [Major Course Review and Re-accreditation Procedure](#)

- [Annual Course and Unit Review Procedure](#)

- Curriculum Approval, Amendment and Accreditation Policy

- Curriculum Approval, Amendment and Accreditation Procedure

Other related documents:

- [Admission, Enrolment and Academic Progress Rules](#)

- [Post-nominals Policy](#)

- [Post-nominals Procedure](#)

7. CONTACT INFORMATION

For queries relating to this document please contact:

Policy Owner	Pro-Vice-Chancellor (Education)
All Enquiries Contact:	Manager, Teaching Quality
Telephone:	08 6304 5306
Email address:	k.strampel@ecu.edu.au

8. APPROVAL HISTORY

Policy Approved by:	Acting Vice-Chancellor
Date Policy First Approved:	15 May 2018
Date last modified:	15 May 2018
Revision History:	
Next Revision Due:	15 May 2021
TRIM File Reference	SUB/87192

PL282 [ac113] Curriculum Design Policy
All printed copies are uncontrolled. For the latest version of this policy always check the [Legislation and Policy Search Directory](#)

Page **5** of **5**

May 2018