UTS Academic Standards: Develop Coursework Graduates

This document details the academic standards UTS has set for the development and delivery of UTS coursework award courses.

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<thead>
<tr>
<th>Dates</th>
<th>Standards approved 03/12/2010</th>
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<tbody>
<tr>
<td></td>
<td>Standards takes effect 03/12/2010</td>
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<tr>
<td></td>
<td>Standards due for review (up to five years) 12/2015</td>
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<td>Approved by</td>
<td>Academic Board</td>
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<td>Executive Action of 03/12/2010 noted by Academic Board at meeting 11/1, 16 March 2011</td>
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<td>Resolution number AB11/02.2</td>
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<td>Latest amendment: Director, Governance Support Unit (see change history for details)</td>
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<td>Implementation Officer</td>
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<tr>
<td>Relevant to</td>
<td>All staff and/or all students</td>
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<tr>
<td>Related documents</td>
<td>UTS Academic Standards Framework</td>
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<td>UTS Academic Standards: Develop Higher Degree Research Graduates</td>
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<td>UTS Academic Standard: Research</td>
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<td>Superseded documents</td>
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2. Design/redesign course
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1. **Establish course need and viability**

Activities required to review and develop course curriculum in alignment with the UTS purpose and market demands.

**UTS ACADEMIC STANDARD**

- UTS courses are consistent with UTS’s Purpose and contribute to the achievement of UTS’s Vision.
- UTS courses reflect the current and future needs of industry and the professions.

**Key Inputs**

- UTS Purpose and Vision
- UTS academic profile
- UTS Model of Learning
- Industry advice

**Key Processes**

- Initial Strategic Assessment
- Course planning
- Industry Advisory Committees
- Industry consultation

**Outputs / Outcomes**

- Graduate satisfaction
- Industry/professions’ satisfaction

**Performance Indicators**

- Student demand
- Reputation with industry and the professions (UTS KPI)

2. **Design/redesign course**

Activities involved in the design, approval and implementation of new or changed coursework courses in accordance with the overall aims for student learning in the course.

**UTS ACADEMIC STANDARD**

- UTS courses meet the requirements of the Australian Qualifications Framework and relevant professional accrediting bodies.
- UTS courses are monitored and amended as required to reflect standards of the discipline, industry and the professions.
- UTS courses enable students to develop graduate attributes from the personal, professional and intellectual domains within the context of the profession and discipline.

**Key Inputs**

- **Australian Qualifications Framework**
- Professional accreditation requirements
- UTS staff discipline and pedagogical knowledge and skills
- Industry participation
- UTS course performance reporting
| Key Inputs | • Students’ prior learning  
• Admissions policy and standards  
• Credit recognition policy |
|-------------------|------------------|
| Key Processes     | • Admission  
• Enrolment  
• Credit recognition |
| Key Processes     | course accreditation/subject approval |
| Outputs / Outcomes| course and subjects  
• Knowledge and skills assessed against graduate attributes  
• All UTS courses meet the requirements of the Australian Qualifications Framework  
• All UTS courses support the UTS Model of Learning  
• Work relevance / work-ready students  
• Research integrated teaching and learning |
| Performance Indicators | UTS accreditation  
• Professional accreditation |

3. **Attract and admit students**

Management of national and international student recruitment from marketing to admission, including targeted recruitment of low SES students.

**UTS ACADEMIC STANDARD**

- UTS accepts students who demonstrate the capacity to be successful in their study.
- UTS provides sufficient, accurate information to allow potential students to make informed education choices.
- Potential UTS students are provided with a range of entry pathways recognising the diversity of educational and life experiences.
### Outputs / Outcomes
- Admitted student
- Exemption/credit
- Diverse student body

### Performance Indicators
- Admissions outcomes (e.g., student offers to acceptance rates, ATAR and other cut-offs)
- Proportion of student first preferences (UTS KPI)
- Retention

### 4. Deliver course elements/components
Create the environment for effective student learning and teaching in the context of the UTS Model of global practice-oriented learning. Learning experiences are generally undertaken in the context of a subject, an important element of a course — and the overall course offerings and outcomes are a primary focus of both UTS and its students.

### UTS ACADEMIC STANDARD
- UTS students have the opportunity to experience, through the UTS Model of Learning, research-inspired and integrated learning, and exposure to professional practice situated in a global workplace.
- UTS students are provided with formative assessment in the course of learning.
- UTS students have the opportunity to complement their learning with academic and personal support and development programs.
- UTS students have the opportunity to engage with the University, community and industry throughout their study.
- UTS staff have, and maintain, the necessary disciplinary and pedagogical expertise to effectively deliver UTS courses.
- UTS students' learning is supported by resources, learning spaces, technologies and other facilities.

### Key Inputs
- UTS Model of Learning
- Staff discipline and pedagogical knowledge and skills
- Course/subject content
- [UTS Assessment of Coursework Subjects Policy](#)
- UTS academic and personal support and development programs for students
- UTS facilities and resources

### Key Processes
- Staff recruitment
- Staff induction
- Staff development
- Subject preparation and delivery
- Assessment
- Student logistics
- Campus and services design and delivery
### Outputs / Outcomes
- Learning outcomes
- Student satisfaction

### Performance Indicators
- Student success
- Student satisfaction with learning environment (UTS KPI) and course

### 5. Progress students
Determine the extent and timing of progress through each student’s academic program.

#### UTS ACADEMIC STANDARD
- Assessment at UTS is criterion-based, with methods of assessment that are appropriate to the course’s graduate attributes and subject’s learning outcomes.
- Assessment feedback is provided to students in a timely manner.
- Assessment at UTS is fair and equitable, and students are provided with avenues to provide feedback and resolve questions and issues.
- UTS students are expected to maintain a high level of academic integrity.

#### Key Inputs
- [UTS Assessment of Coursework Subjects Policy](#)
- [Advice to Students on Good Academic Practice](#)
- [UTS Preventing Plagiarism Kit](#)

#### Key Processes
- Assessment
- Feedback to students
- Academic support
- Student education on plagiarism — online and workshops
- Academic Misconduct Procedures

#### Outputs / Outcomes
- Student retention
- Student success

#### Performance Indicators
- Student retention
- Student success
- Student satisfaction with subjects (UTS KPI) and course
- Assessment report
- Student misconduct
6. Governance of academic standards

**UTS ACADEMIC STANDARD**

- The quality of UTS academic standards is assured by UTS academic governance processes.

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<thead>
<tr>
<th>Key Inputs</th>
<th>UTS Purpose and Vision</th>
<th>UTS Model of Learning</th>
<th>Council</th>
<th>Academic Board (and committees)</th>
<th>Faculty Boards (and committees)</th>
<th>Course Performance reports</th>
<th>Review and improvement cycles</th>
<th>Stakeholder feedback</th>
<th>Student participation in governance</th>
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<th>Key Processes</th>
<th>Course planning</th>
<th>Course accreditation</th>
<th>External accreditation</th>
<th>Course performance reporting</th>
<th>Feedback surveys</th>
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<tr>
<th>Outputs / Outcomes</th>
<th>Quality assurance</th>
<th>Management of risk</th>
<th>Compliance</th>
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| Performance Indicators | Compliance with internal course and subject performance review processes | Compliance with internal course accreditation processes | Compliance with external accreditation processes | Compliance with internal processes for stakeholder feedback and student participation |
|-------------------------|----------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|

7. Version control and change history

<table>
<thead>
<tr>
<th>Effective date</th>
<th>Version</th>
<th>Approved by, resolution no. (date)</th>
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