



# **The Graduate Certificate in Tertiary Education**

## **JOINT PROCEDURES MANUAL**

**2010 – 2011**

## Table of Contents

Part A - Introduction and General Procedures .....	4
Programme .....	4
Parties to the Collaborative Programme .....	4
Principal Programme Coordinator .....	4
Programme Coordinators from each Party .....	4
Programme Steering Committee .....	4
Terms of Reference – GCTE Programme Steering Committee .....	5
Purpose of the Joint Procedures Manual .....	6
Responsibilities .....	6
Key Contacts .....	7
Schedule of Key Dates .....	8
Part B – Operational Procedures .....	10
Marketing .....	10
Admissions .....	10
Enrolment .....	10
Enrolment: University of New England: .....	11
Enrolment: CQUniversity Australia .....	11
Enrolment: University of Canberra .....	12
Enrolment: University of Ballarat .....	13
Enrolment: Edith Cowan University .....	13
Learning Management Systems .....	15
Fees Management .....	15
Fees: University of New England .....	15
Fees: CQUniversity .....	16
Fees: University of Canberra .....	16
Fees: University of Ballarat .....	16
Fees: Edith Cowan University .....	17
Core Unit .....	18
Elective Units .....	20
Semester 1 .....	20
Semester 2 .....	20
Staff Capability and Qualifications .....	21
Moderation Process .....	22
Graduation .....	23
University of New England .....	23
CQUniversity Australia .....	23
University of Canberra .....	23
University of Ballarat .....	24
Edith Cowan University .....	24
Student Support Services .....	25
Withdrawal from a Unit .....	25
Plagiarism .....	25
University of New England .....	25

CQUniversity Australia .....	25
University of Canberra.....	26
University of Ballarat.....	26
Edith Cowan University.....	26
Improper Conduct .....	26
University of New England .....	26
CQUniversity Australia .....	27
University of Canberra.....	27
University of Ballarat.....	27
Edith Cowan University.....	27
Student Appeals, Complaints and Grievances.....	27
Compassionate and Compelling Circumstances.....	28
Bringing New Institutions into the Programme .....	29
Appendices.....	30
Appendix I .....	30
Policy Documents – Advanced Standing.....	30
University of New England .....	31
Central Queensland University .....	39
University of Canberra.....	47
University of Ballarat.....	56
Edith Cowan University.....	57
Appendix II .....	63
GCTE Course Document .....	63
Appendix III.....	80
Example of the Collaborative Teaching Agreement.....	80

## **Part A - Introduction and General Procedures**

### **Programme**

Graduate Certificate in Tertiary Education

### **Parties to the Collaborative Programme**

University of New England  
CQUniversity Australia  
University of Canberra  
University of Ballarat  
Edith Cowan University

### **Principal Programme Coordinator**

The Principal Programme Coordinator will be appointed by the Programme Steering Committee from each of the collaborating institutions, to chair the Programme Steering Committee and to ensure that agreed changes are made to this document. This position will be rotated annually amongst the collaborating institutions.

### **Programme Coordinators from each Party**

Each of the collaborating partners will appoint a Programme Coordinator to participate in the Programme Steering Committee.

### **Programme Steering Committee**

The Programme Steering Committee will meet annually, either face-to-face or by videoconference to meet the Terms of Reference of the GCTE.

## Terms of Reference – GCTE Programme Steering Committee

The provisions in this document are a supplement to contractual obligations for all Parties, and do not in any way obviate the need to adhere to each institutions Policies.

The GCTE Programme Steering Committee will:

- Organise an annual meeting, either face-to-face or by videoconference;
- Elect the Principal Programme Coordinator annually;
- and,
- Implement;
- Monitor and evaluate;
- Advise;
- Promote and foster;

the collaborative Graduate Certificate in Tertiary Education.

Further, the GCTE Programme Steering Committee will:

- Recommend changes to the programme;
- Manage the renegotiation of new Collaborative Teaching Agreements;
- Recommend new members of the collaborative programme;
- Carry out evolutionary planning for the programme;
- Carry out dissemination of the programme.

At the annual meeting of the GCTE Programme Steering Committee the members will:

- Decide the set of duties for the coming year for –
  - The Principal Programme Coordinator; and
  - The Programme Coordinator from each partner institution.

As soon as possible after each annual meeting of the GCTE Programme Steering Committee the Principal Programme Coordinator will:

- Send the Annual Report of the GCTE Programme Steering Committee to:
  - Heads of School at each partner institution;
  - And to the relevant DVCA or PVCA at each partner institution.

## **Purpose of the Joint Procedures Manual**

This document details procedures and business processes that are specific to the Graduate Certificate in Tertiary Education and have been agreed upon by the partners in the programme.

The document is a procedural reference guide for all staff involved in the GCTE programme, and is updated regularly.

Procedures are listed in the body of manual, with policy provided in the appendices and web links. It will also contain links to relevant policies for further detail where necessary.

## **Responsibilities**

It is the responsibility of the Principal Programme Coordinator to ensure this manual is maintained, and to ensure that it is shared with all stakeholders whenever updates occur.

All parties are responsible for ensuring that agreed processes and procedures outlined in this document are followed, and that any updates advised and loaded onto the website.

The provisions in this document are a supplement to contractual obligations for all Parties, and do not in any way obviate the need to adhere to each institutions Policies.

All parties agree to respond to requests for information and updates for the website in a timely manner, or agree to contact the Principal Programme Coordinator if they are not able to complete their obligations in a timely manner in accordance with point 13.5 of the Collaborative Teaching Agreement signed by all parties to the Graduate Certificate of Tertiary Education Programme.

## Key Contacts

**Key contacts for the following issues will be the Programme Coordinator from each Institution.**

- Approval of marketing brochures and websites;
- Admission and enrolment;
- Unit material, Advanced Standing, Academic Transcripts, Completion Letters, Special Consideration;
- Unit material organization, Unit coordination;
- Finance;
- Student support services, approval of Student Handbooks.

## Key Contacts for 2010

Institution	Name	Email	Telephone
University of New England	Professor Belinda Tynan	<a href="mailto:btynan2@une.edu.au">btynan2@une.edu.au</a>	02 6773 3172
	Dr David Paterson	<a href="mailto:dpaters1@une.edu.au">dpaters1@une.edu.au</a>	02 6773 3846
University of Canberra	Dr Coralie McCormack	<a href="mailto:Coralie.McCormack@canberra.edu.au">Coralie.McCormack@canberra.edu.au</a>	02 62015385
CQ University Australia	Dr Marilyn Fisher	<a href="mailto:m.fisher@cqu.edu.au">m.fisher@cqu.edu.au</a>	07 49232056
	Scott Lawton	<a href="mailto:s.lawton@cqu.edu.au">s.lawton@cqu.edu.au</a>	07 49232769
University of Ballarat	Dr Margaret Zeegers	<a href="mailto:m.zeegers@ballarat.edu.au">m.zeegers@ballarat.edu.au</a>	03 53279327
Edith Cowan University	Heather Sparrow	<a href="mailto:h.sparrow@ecu.edu.au">h.sparrow@ecu.edu.au</a>	08 6304 5269

## Schedule of Key Dates

All parties will agree on the Schedule of Key Dates including commencement and end dates of each semester, and semester breaks before the beginning of each calendar year.

### Key Dates: 2010

Semester	Institution	Commencement	Semester Break	End
Semester 1	UNE	8.2.10	1.4.10 – 27.4.10	24.6.10
	CQU	01/03/10	05/03/10 – 09/03/10	29/06/10
	UC	8/2/10	29/3 10 – 1/4/10	14/5/10
	UB	01.3. 10	02.5.10- 16.5.10	04.6.10
	ECU	22.2.10	5.4.10 – 12.4.10	31.6.10

Semester	Institution	Commencement	Semester Break	End
Semester 2	UNE	19.7.10	3.9.10 – 20.9.10	17.11.10
	CQU	05/07/10	09/08/10 – 13/08/10	01/10/10
	UC	16/8/10	5-8 /10/10	19/11/10
	UB	26.7.10	20.9.10- 01.10.10	19.11.10
	ECU	19.7.10	27.9.10- 4.10.10	22.11.10

Semester	Institution	Commencement	Semester Break	End
Semester 3	CQU	01/11/10	06/12/10 - 10/12/10	04/02/11

Units in the GCTE may be available online from prior to the official start of the semester. However, participants should note that teaching staff may not be available to answer queries prior to semester commencement.

ECU acknowledges that teaching staff often need to use semester breaks to complete academic studies. Participants may be able to negotiate with the Course Coordinator about flexible start and completion dates to suit individual needs (within the framework of six-month semesters).

## Part B – Operational Procedures

### Marketing

#### Marketing and Promotional Material

The Programme Coordinator at each institution will be responsible for the updating, branding and content of the Student Brochure and Website at their own institution.

### Admissions

#### Minimum Qualification Requirement

To be eligible for entry into the Graduate Certificate in Tertiary Education program an applicant must demonstrate the capacity to undertake the degree by meeting at least one of the following entrance criteria:

1. Completion of any Australian or equivalent Bachelor degree; or
2. Professional experience in a tertiary or higher education industry; or
3. Professional experience in the facilitation of the learning of others for example Nurse Educators, Defence Force instructors, Ambulance, Human Resource Specialists, VET Professionals and public and private training providers.

### Enrolment

1. Students undertaking the Core Units will be enrolled as Students of their home institution.
2. Students undertaking Elective Units will be enrolled cross-institutionally with the other Parties with the written approval of their home institution.
3. The Parties acknowledge and agree that it is mandatory for Students to undertake 50 percent of Units at their home institution or in respect of Students of the University of Canberra, and the University of Ballarat, 25% from their home institution.
4. All enrolments must be undertaken through each of the Parties enrolment systems to enrol Students in Units in the Programme as follows:
  - i. the Student completes a cross institutional application form from the institution offering the Unit;

- ii. the 'Student Centre' automatically supplies a letter of permission to the Student applying for enrolment in the Unit in accordance with the degree rules for the home institution;
- iii. a note is added to the Student's academic record specifying 'permission given for enrolment in (the name and unit number of the Unit that the student is enrolling in)';
- iv. the Student applies for admission to the partner institution offering the Unit and provides their home institution's permission letter, and is admitted and enrolled at the partner institution offering the Unit which they have chosen to study;
- v. the Student provides an academic record to their home institution after the Unit has been successfully completed;
- vi. the Unit successfully completed at a partner institution is added to the Student's academic record at their home institution as Advanced Standing.

**Enrolment: University of New England:**

UNE students participating in UNE Units will enroll in the normal manner online.

UNE students enrolling in partner university elective units will:

- i Complete a Cross-Institutional Enrolment application form from the other university.
- ii The Course Coordinator decides whether approval will be given as per the Permission to Enrol Elsewhere General Rule.
- iii When approval is given, the student receives a letter outlining the partner university's elective unit for which advanced standing will be granted.
- iv A note is added to the student's academic record saying 'permission given for enrolment in the partner university's elective unit.
- v The student applies for admission to the partner university and provides the UNE letter giving permission, is admitted and enrolled at some time after that.
- vi The student provides an academic record after the unit has been successfully completed.
- vii The advanced standing is added to the UNE record.

**Enrolment: CQUniversity Australia**

Core Units: CQUniversity students will enroll via MyCQU (online)

Electives:

Students originating from CQUniversity (going OUT to partner universities to complete electives) will need to contact the selected university and complete their cross institutional enrolment procedure.

Students originating from a partner university (coming IN to CQUni to complete electives) will require this form:

[Cross Institutional / Dual Enrolment Application Form](#)

Available from:

<http://studentforms.cqu.edu.au/FCWViewer/getFile.do?id=24368>

For assistance please phone Student Contact Centre on 132786

## **Enrolment: University of Canberra**

### **For UC students enrolling in a partner institution's unit**

- Complete a 'cross-institutional enrolment form' from the partner institution offering the elective in which you wish to enrol (see Enrolment section of the UC course handbook for details of the process at each partner institution)
- The UC course convener (Dr Coralie McCormack: [Coralie.McCormack@canberra.edu.au](mailto:Coralie.McCormack@canberra.edu.au)) will approve the enrolment and provide a letter from the University of Canberra giving permission to enrol in the elective at the partner institution
- Lodge the 'cross-institutional enrolment' form and the letter of permission with the partner institution (see Enrolment section of the UC course handbook for details of the process at each partner institution)
- Apply for admission to partner institution, receive and accept the offer
- Enrol in the partner institution unit
- Receive invoice
- Send invoice to Dr Coralie McCormack, Teaching and Learning Centre, University of Canberra (email [Coralie.McCormack@canberra.edu.au](mailto:Coralie.McCormack@canberra.edu.au))
- On completion of the unit obtain a statement of attainment from the partner institution
- Take that statement of UC Student Administration.

### **For partner institution students enrolling in the UC elective unit**

- Complete a University of Canberra 'Cross Institutional or Non-Award Studies Application' form available at <http://www.canberra.edu.au/student-services/forms> (the forms on this site are listed in alphabetical order)
- Take the completed form to your home institution for stamping
- Send stamped form to the Admissions Office, University of Canberra, Canberra, ACT 2601
- An offer of a place will be sent to you
- Accept the offer following the process set out in the letter of offer
- Once the University of Canberra receives notification of your acceptance enrolment in the unit will be automatic (once enrolled follow the procedure to

obtain your password and so access to Callista (the student management system) and Moodle (for access to your unit materials)

- You can then log on to OSIS to access your 'Statement of account'
- It is each student's responsibility to organise payment of this account following your home institution's processes.

### **Enrolment: University of Ballarat**

UB students will enroll on-line, as is the current practice for all UB students.

UB students enrolling in partner university elective units will:

- i Complete a Cross-Institutional Enrolment application form from the partner university.
- ii The Course Coordinator decides whether approval will be given as per UB's procedure for undertaking studies at another institution. .
- iii When approval is given, the student receives a letter outlining the partner university's elective unit for which advanced standing will be granted.
- iv A note is added to the student's academic record saying what?
- v The student applies for admission to the partner university and provides the UB letter giving permission, is admitted and enrolled at some time after that.
- vi The student provides an academic record after the unit has been successfully completed and the result reported through School Program Committee
- vii The advanced standing is added to the UB record by School administrative staff.

### **Enrolment: Edith Cowan University**

#### ***Non- ECU Students***

Applications for students coming into ECU as a cross institutional enrolments, will be dealt with by Special Cohorts in Admissions. Special Cohorts will process the application and enrol the student in the unit for which they have received approval from their home university (providing it is available). Following enrolment, Special Cohorts will issue the student with confirmation of their enrolment. They do not need to accept their offer or enrol themselves into units as per normal domestic applicants do. This is all done for them. Please refer to the link below for full details and application forms: <http://www.ecu.edu.au/student/admissions/apply/xinst.php>

#### ***ECU Students***

ECU students require written approval from the University in order to undertake a unit at another host University for credit towards a course of study at ECU. They should:

1. Complete the Application for Cross Institutional Enrolment form and then seek approval for the proposed unit.
- 2) Following Faculty approval, present this form to the home campus Coordinator, Student Central for signature and University stamp

3) Then present this form, together with the documents listed below, to the host University (ie: the University at which you wish to enrol in the approved substitute unit):

- your most recent academic record;
- a copy of your current unit enrolment;
- a brief statement providing reasons for this application.

4) Approval from ECU does NOT guarantee approval from the host institution.

5) Complete a HECS Payment Option Declaration for the host University and submit it with your enrolment papers. A HECS debt will be incurred at each University.

6) Some Universities may require students who enrol externally to pay an additional charge. You will be advised of additional costs at the point of enrolment.

7 Please forward to ECU a copy of your host University confirmation of enrolment.

8 THIS STEP IS ESSENTIAL IN ORDER TO HAVE THE CREDIT RECORDED IN YOUR ECU RECORD. You must complete an ECU Application for Exemption form and attach your official notification of unit result from your host university. This should be done immediately after you receive your results.

For further details: please refer to:  
<http://www.ecu.edu.au/student/enrolment/xinst.php>

#### **Further information:**

- Unit Availability ([http://simo.ecu.edu.au/ecudev\\_calprod/viewsemtable.jsp](http://simo.ecu.edu.au/ecudev_calprod/viewsemtable.jsp))
- Unit Fees (<http://fees.ecu.edu.au/>)
- Enrolment questions: Question tab on the ECU Student Enquiries site ([https://www.askus.ecu.edu.au/cgi-bin/seek.cfg/php/enduser/std\\_alp.php](https://www.askus.ecu.edu.au/cgi-bin/seek.cfg/php/enduser/std_alp.php))
- Faculty of Education and Arts Student Support Officers are available to support prospective and current with all administrative matters:  
[education@ecu.edu.au](mailto:education@ecu.edu.au) OR 08 6304 4000

## **Advanced Standing**

Each of the partner university's policy on Advanced Standing appears in the Appendices.

## **Teaching Material**

The Programme Coordinator at each institution will ensure all learning materials are available two weeks prior to the commencement of the semester.

The form of the teaching materials for the Core Unit, *Tertiary Teaching and Learning*, will be left to the discretion of each individual institution.

All teaching materials for the Elective Units at each institution will be placed in the Learning Management System of the institution offering the unit for online access by students enrolled in the unit.

## Learning Management Systems

A number of different Learning Management Systems are in operation at each of the Institutions participating in the programme.

Institution	Learning Management System
University of New England	Blackboard
CQUniversity	Moodle
University of Canberra	Moodle
University of Ballarat	Moodle
Edith Cowan University	Blackboard

## Fees Management

All of the partners in the programme have agreed to use Commonwealth Supported Places for the GCTE.

It is the responsibility of each individual student to make themselves aware of census dates and the issue and receipt of invoices from the institution in which they are enrolled.

### Fees: University of New England

1. UNE will set the fees in March of the preceding academic year.
2. Students will be invoiced by UNE.
3. Payment of the outstanding amount between the cost of the unit and the CSP component will be made to UNE by the due date stated on the invoice. Students should check with their Schools whether this cost is covered as part of their Terms of Employment.
4. Fees shall be processed and reconciled according to the Schedule of Key Dates. Key weeks within the teaching cycle are indicated in the table below.  
<http://www.une.edu.au/for/current-students/costs/stufees.php>

**Fees: CQUniversity**

Students enrolled directly in CG68 with CQUniversity – Fees = \$1260/course.

If the student is CQUniversity staff member employed on greater than a 6 months full-time employment contract will be eligible for fee support. For further details please contact Academic Staff Development staff listed in this document.

Students doing a cross institutional enrollment originating from a partner university may have a different fee structure depending on their commonwealth support status. Please enquire to the Student Contact Centre - phone 132786

[http://cqunianswers.cqu.edu.au/selfservice/microsites/search.do?cmd=displayKC&docType=kc&externalId=10178&sliceId=1&docTypeID=DT\\_FAQ&dialogID=57084653&stateId=1%200%2057068495](http://cqunianswers.cqu.edu.au/selfservice/microsites/search.do?cmd=displayKC&docType=kc&externalId=10178&sliceId=1&docTypeID=DT_FAQ&dialogID=57084653&stateId=1%200%2057068495)

**Fees: University of Canberra**

Information about fees is available at: <http://www.canberra.edu.au/student-services/fees>

Domestic postgraduate tuition rates are available at:

<http://www.canberra.edu.au/student-services/fees/domestic-postgraduate-tuition-fee-rates>

**Fees: University of Ballarat**

1. As all places will be Commonwealth supported, the Student Contribution Amount (SCA) to be paid by each student will be determined by the Department of Employment, Education & Workplace Relations (DEEWR).
2. Students will be invoiced by UB for study undertaken in each teaching period. Students may elect to pay their student contribution amount upfront based on the invoice or may defer the cost of their study through the Australian Tax Office.
3. Should fee-paying places be made available, UB will set the fees no later than October of the previous year.

All students will receive an invoice for study undertaken in each teaching period in accordance with item 2 in the preceding. Students may elect to pay the fee upfront as per the invoice or to defer payment through the Australian Taxation Office.

[http://www.ballarat.edu.au/fdp/planning\\_strategy/fees/higher\\_education\\_fees.shtml](http://www.ballarat.edu.au/fdp/planning_strategy/fees/higher_education_fees.shtml)

**Fees: Edith Cowan University**

Fees and charges will be adjusted for each year in accordance with relevant Government published fees.

Unit Fees (<http://fees.ecu.edu.au/>)

The ECU Centre for Learning and Development will pay fees for ECU Students who have an ECU GCTT Scholarship. Where possible, please arrange for an invoice to be sent directly to: The CLD Business Manager, Joondalup Campus, 100 Joondalup Drive Joondalup, WA 6027 otherwise forward the invoice when you receive it.

## Core Unit

Unit Title	Tertiary Teaching and Learning
University responsible	All
Unit Code	
University of New England	EDCX 588
Central Queensland University	EDED 20484
University of Canberra	8191
University of Ballarat	EDGCT5007
Edith Cowan University	EDU4355
Credit Points	Equivalent to 150 hours or one semester
Status	Core Unit - Compulsory
Semester	One – UNE, UC, CQU Two – ECU, UB Three - CQU
Pre-requisites	N/A

### Teaching Staff for Tertiary Teaching and Learning

UNE	Prof Belinda Tynan
CQU	Scott Lawton
Canberra	Dr Coralie McCormack
Ballarat	Dr Margaret Zeegers
ECU	Heather Sparrow

### Unit Description

The primary aim of this unit is to enable participants to develop a conceptual framework for understanding tertiary teaching and learning that will enable them to become more expert facilitators of learning, and to reflect on teaching and learning more critically. The development of this framework will be informed by research in teaching and learning (both theory and practice) and enriched by investigating practices in a range of contexts and for a range of learning purposes. Participants will develop a teaching portfolio that will document and demonstrate their teaching philosophy, goals and approach. They will have experienced a range of teaching strategies within the course and reflected upon these experiences (e.g., peer teaching, small group techniques, problem based learning, computer assisted learning). Participants will also collect evidence through the unit activities and the portfolio development process that will be useful in documenting the quality of their teaching for probation, promotion and permanency.

### Indicative Workload

150 hours

**Teaching Methods**

The mode of delivery is blended and will involve both class and online activity. An activities and inquiry based approach will be used.

**Assessment**

The assessment for the Core Unit (Tertiary Teaching and Learning) contains several assessment pieces. One of these is a 'Personal Philosophy' which is common across all of the core units at each university. A unique aspect of the course is the moderation and benchmarking of the personal philosophy assignment and more detail can be found on pages 22, 67 and 69.

**Learning Outcomes**

1. Develop and apply knowledge about learning theories, the premise on which they are based, and their implications for teaching practice and enhancing student learning;
2. Reflect critically and in a scholarly manner on their own practice as a tertiary teacher;
3. Identify, develop and articulate a shared understanding of core common terms and references relevant to tertiary education;
4. Describe the characteristics of your student cohort and variety of learning environs, and use this information to reflect on the implications for teaching these students in your context;
5. Articulate an informed philosophy of tertiary teaching and Engage collaboratively in a professional community of practice.
6. Demonstrate a knowledge and understanding of key institutional policies and practices in relation to your role as a tertiary educator.

**Core Readings**

There are no required texts for this unit but a list of useful resources will be provided.

## Elective Units

### Semester 1

Unit Title	Action Project
University responsible	Edith Cowan University
Unit Code	EDU4357
Credit Points	Equivalent to 150 hours or one semester
Status	Elective Unit – Compulsory for ECU students
Semester	Semester 1, 2010
Pre-requisites	Tertiary Teaching and Learning

Unit Title	Promotion and Professional Practice
University responsible	University of Ballarat
Unit Code	EDGCT5006
Credit Points	(15) Equivalent to 150 hours or one semester
Status	Elective Unit
Semester	Semester 1, 2010
Pre-requisites	None

### Semester 2

Unit Title	Curriculum Design for Tertiary Contexts
University responsible	University of New England
Unit Code	EDCX 589
Credit Points	(6) Equivalent to 150 hours or one semester
Status	Elective Unit – Compulsory for UNE students
Semester	Semester 2, 2010
Pre-requisites	Tertiary Teaching and Learning

<b>Unit Title</b>	<b>Assessment and Evaluation in Tertiary Education</b>
University responsible	University of Canberra
Unit Code	8190
Credit Points	(3) Equivalent to 150 hours or one semester
Status	Elective Unit
Semester	Semester 2, 2010
Pre-requisites	Tertiary Teaching and Learning

<b>Unit Title</b>	<b>Educational Technology</b>
University responsible	CQUniversity Australia
Unit Code	EDED 20485
Credit Points	(6) Equivalent to 150 hours or one semester
Status	Elective Unit – Compulsory for CQU students
Semester	Term 2, 2010 (2011 Term 1)
Pre-requisites	Tertiary Teaching and Learning

## Staff Capability and Qualifications

Prof Belinda Tynan  
 Dr Rod Sims  
 Cherry Stewart  
 University of New England

Dr Coralie McCormack  
 Dr Peter Donnan  
 University of Canberra

Ms Heather Sparrow  
 Edith Cowan University

Dr Margaret Zeegers  
 University of Ballarat

Dr Marilyn Fisher  
 Scot Aldred  
 Scott Lawton  
 CQ University Australia

## Moderation Process

### Moderation statement

Moderation in the GCTE is designed to maintain agreed standards in the assessment of student work through a valid, consistent and transparent process, and to ensure that assessment reflects student performance rather than variable standards among different markers in different institutions. All staff with responsibility for assessment in Tertiary Teaching and Learning should be involved in discussions around marking criteria and reach agreement on standards of student performance in the range of assessment tasks used in that unit. Communication is fundamental in moderation and a Moodle site for teaching staff has been established to facilitate discussion around moderation processes, particularly in relation to the common assignment in Tertiary Teaching and Learning, The Teaching Philosophy statement.

Moderation approaches in the GCTE will be conducted online and require the removal of student name/ID and any original assessor comments. Moderation will be supported by clear assessment criteria and marking rubrics that differentiate individual student work of varying performance.

For quality assurance purposes, moderation of assessment standards should take place periodically between Assignment 2 in different semesters, as well as other assessment items. Samples of student work at different levels of performance in Tertiary Teaching and Learning are to be archived for moderation of academic standards from year to year. The dedicated Moodle site will be an archive documenting the moderation processes that are used in the GCTE. Teaching staff of all GCTE participating institutions have access to this site and the URL is: <http://learnonline.canberra.edu.au/course/view.php?id=3370>

## Graduation

### University of New England

There are two graduation ceremonies held every year, being March/April and October.

There are administrative deadlines set each year by the Student Centre Customer Services team. If there are any results outstanding beyond these dates the student will not be eligible to graduate.

For eligibility to graduate at the March/April ceremony, the student must complete all study requirements by the end of semester 2 of the previous year.

For eligibility to the October ceremony the student will have to complete all study requirements by mid August.

<http://www.une.edu.au/grad/>

### CQUniversity Australia

The Graduation and Ceremony Management Office is responsible for the organisation and management of the University's Graduation Ceremonies and other official events. The Office is located on the Ground Floor of Building 2 at the Rockhampton Campus.

Generally, access to the registration process for graduates will be available within 20 days from the Certification of Results date each term. Graduates are advised to complete *Graduation Registration* for ceremony attendance as soon as possible AFTER the official "Confer Date" for each term. The University reserves the right to close registrations for specific ceremonies when venue capacity is reached. CQUniversity has multiple ceremonies per year spread across most of its campuses. Please use the contact details below to receive more specific information.

Telephone	(07) 4923 2787; (07) 4923 2797
E-mail	<a href="mailto:graduation-enquiries@cqu.edu.au">graduation-enquiries@cqu.edu.au</a>
Fax	(07) 4936 1361

### University of Canberra

In 2010 Graduation ceremonies will be held in September, no longer in July/August or December. From 2011 Graduation ceremonies will be held in March and September. Students who complete their course at the end of Semester 1 or Winter

session 2010 will graduate in September 2010, and students who complete their course at the end of semester 2 2010 will graduate in March 2011.

**URL:** <http://www.canberra.edu.au/student-services/graduation>

**Location:** Student Centre Enquiry Counter, 1B206

**Email:** [graduation@canberra.edu.au](mailto:graduation@canberra.edu.au)

**Fax:** +61 2 6201 5391

### **University of Ballarat**

The University of Ballarat confers awards four times each year: in February, May, September and December. Graduation ceremonies take place in May and December; the February and September ceremonies are in absentia only.

There are administrative deadlines set each year by the Student Services team. If there are any results and/or fees outstanding beyond these dates the student will not be eligible to graduate.

For eligibility to graduate at the May ceremony, the student must complete all study requirements by the end of semester 2 of the previous year.

For eligibility to the December ceremony the student will have to complete all study requirements by mid August.

[http://www.ballarat.edu.au/aasp/student/graduations/mthelen\\_graduations.shtml](http://www.ballarat.edu.au/aasp/student/graduations/mthelen_graduations.shtml)

### **Edith Cowan University**

Currently, ECU has two graduation ceremonies a year, in March and September. There are deadlines for potential graduates, and students who miss the deadline will be eligible to graduate at the next ceremony.

<http://www.ecu.edu.au/CorporateEvents/>

## Student Support Services

This section covers the services accessible to students during the course of their studies.

All students will be able to access a full range of support services and resources at the institution in which they are enrolled.

## Withdrawal from a Unit

The policy of the institution in which the student is enrolled applies in the case of the withdrawal from a unit.

## Plagiarism

Plagiarism is defined as the intentional or unintentional use of the work of other persons, copying (in whole or in part) the work or data of other persons, or presenting substantial extracts from written, printed, electronic or other media in a student's written, oral, electronic/on-line or group assignment work without due acknowledgment. Plagiarism involves giving the impression that a student has thought, written or produced something that has, in fact, been taken from another. Any act of plagiarism constitutes a breach of this policy.

Each Institution will ensure all students and academic staff are aware of the University's plagiarism policy and provide access to their own policy.

## University of New England

The entire policy is available from the UNE Office of the Secretariat at:

<http://www.une.edu.au/policies/pdf/plagiarismstudentinfoew.pdf>

UNE will retain all records relating to the administration of the plagiarism policy, including copies of plagiarised work, correspondence with students and any actions taken.

Lecturers are required to report all suspected plagiarism cases to the Program Coordinator who will then write to the student setting out the case and giving him/her a right of response before a decision in writing is given to the student.

A flow chart of the process to handle plagiarism is available at:

<http://www.une.edu.au/tlc/about/resources/plagiarism/>

## CQUniversity Australia

Please visit the following web link for the CQUniversity plagiarism policy

<http://policy.cqu.edu.au/Policy/policy.jsp?policyid=198>

## University of Canberra

University of Canberra [Student Academic Integrity Policy](https://guard.canberra.edu.au/policy/Academic/Conduct) is available at:  
<https://guard.canberra.edu.au/policy/Academic/Conduct>

## University of Ballarat

The entire policy is available at:

[http://www.ballarat.edu.au/vco/legal/Reg611\\_Plagiarism.pdf](http://www.ballarat.edu.au/vco/legal/Reg611_Plagiarism.pdf)

UB will retain all records relating to the administration of the plagiarism policy including copies of plagiarised work, correspondence with students and any actions taken.

Lecturers are required to report all suspected plagiarism cases to the Program Coordinator who will then write to the student setting out the case and giving him/her a right of response before a decision in writing is given to the student.

## Edith Cowan University

Plagiarism is a subset of academic misconduct. The Academic Misconduct (student) Rules can be found at

[http://www.ecu.edu.au/GPPS/legal\\_legis/resource\\_file/academic\\_misconduct\\_rules\\_students\(070327\).pdf](http://www.ecu.edu.au/GPPS/legal_legis/resource_file/academic_misconduct_rules_students(070327).pdf).

An abbreviated table identifying the steps to be taken in the event of plagiarism can be found at [www.ecu.edu.au/CLT/directorate/about/AcMiscGuide\\_staff.pdf](http://www.ecu.edu.au/CLT/directorate/about/AcMiscGuide_staff.pdf).

## Improper Conduct

### University of New England

UNE has set out a policy in regard to student conduct which can be found at:

<http://www.une.edu.au/for/current-students/forms/plagiarism.php>

## **CQUniversity Australia**

For the current policy relating to academic misconduct please visit the following url:

<http://policy.cqu.edu.au/Policy/policy.jsp?policyid=647>

## **University of Canberra**

University of Canberra has two relevant policies: [Obligations Statute 1995 \(Statute No. 32\)](#) and [Student Academic Integrity Policy](#). Both are available at:

<https://guard.canberra.edu.au/policy/Academic/Conduct>

## **University of Ballarat**

The Student Charter, which outlines what students can expect from their experience at UB, and what UB expects of them can be found at :

[http://www.ballarat.edu.au/aasp/student/recruitment/Student%20Charter\\_March\\_2008\\_Final.pdf](http://www.ballarat.edu.au/aasp/student/recruitment/Student%20Charter_March_2008_Final.pdf)

## **Edith Cowan University**

The Academic Misconduct (student) Rules can be found at

[http://www.ecu.edu.au/GPPS/legal\\_legis/resource\\_file/academic\\_misconduct\\_rules\\_students\(070327\).pdf](http://www.ecu.edu.au/GPPS/legal_legis/resource_file/academic_misconduct_rules_students(070327).pdf)

The Student Charter the reciprocal responsibilities of the University and of students in the context of ECU values and mission:

The ECU <http://www.ecu.edu.au/student/charter/>

## **Student Appeals, Complaints and Grievances**

Each institution has policies for handling appeals, complaints and grievances about any University-related problem which may be causing a student distress.

**The Programme Coordinator at each institution will administer the relevant policy and maintain comprehensive records of all complaints and appeals and their outcomes. The rights of students are also protected under the Trade Practices Act 1974.**

### **Compassionate and Compelling Circumstances**

Compassionate and compelling circumstances may apply to the following:

- a. inability to complete the course within the expected duration
- b. failure to meet attendance requirements
- c. assessment, approval/rejection and recording of a deferment of the commencement of study or suspension of study
- d. other appeals lodged through the internal policies and procedures of any of the programme collaborators or their administrative departments.
  - i. Compassionate and compelling circumstances must be unforeseen and be beyond the control of the student; and
  - ii. Occur subsequently to the student accepting an offer to study at any of the institutions; and
  - iii. Have an impact on the student's general well-being or their capacity and/or ability to progress through their course.

## Bringing New Institutions into the Programme

At the April 2009 meeting of the programme partners it was decided that there were three options for bringing new institutions into the programme. The collaborative GCTE programme was originally designed to have eight partners, to allow for a wide range in elective units from which students could choose to study. As the programme is being launched with only five partners, it was decided that once the programme was fully operational, the Project Steering Committee could seek expressions of interest from other institutions who may wish to join the programme.

There would be three options for outside institutions to join the programme:

- Join the programme fully – that is offer their ‘home students their own Core Unit (agreeing to the moderation processes for that unit), and offering an elective unit to the pool;
- It was thought that perhaps some institutions would just offer an elective to the programme – however this may be disadvantageous to other members of the programme, as students from the institution only offering an elective may not ‘feed-in’ students to the partner universities; elective units;
- The final option would be for other institutions to send students into the programme without contributing any units to the programme. This would be advantageous to the group as a whole, however, we would have to be assured that the Core Unit from their home institution would be eligible for Advanced Standing or Recognised Prior Learning. Students from another institution could enroll at one of the partner institutions, and complete the GCTE in the same manner as students from that institution.

The policy and procedures for bringing new institutions into the programme will have to be an issue discussed further at the annual meetings of the Programme Steering Committee.

## **Appendices**

### **Appendix I**

#### ***Policy Documents – Advanced Standing***

## University of New England

### ADVANCED STANDING POLICY

**Document data:****Document type:**

Policy and Procedures

**Administering Entity:**

Student Administration and Services

**Records management system number:**

SED08/1710

**Date Endorsed by Academic Board:**

17 November 2008

**Date approved:**

11 December 2008

**Approved by:**

Council

**Indicative time for review:**

3 years from date of Council approval

**Responsibility for review:**

Academic Board Teaching & Learning Committee

**Related policies or other documents:**

*UNE Assessment Policy; Glossary of Key Terms relating to academic and administrative activities roles and structures at UNE; UNE General Rules, Advanced Standing Procedures, Advanced Standing Glossary.*

#### 1. RATIONALE, PRINCIPLES AND SCOPE

1.1 Learning takes place in a broad range of contexts including work-based experience, life experience, self-tuition, non-accredited professional development programs, or higher education provider programs. Granting advanced standing for prior learning ensures that students commence study at a level that appropriately recognises their previous learning experiences, and are not required to repeat within their UNE course equivalent learning successfully undertaken in another context.

1.2 This policy accords with the principles of the Australian Credit Transfer Guidelines<sup>1</sup> and aims to achieve that grants of advanced standing conforms to the outcomes of the Australian Qualifications and Training Framework<sup>2</sup>.

1.3 A grant of advanced standing is an acknowledgement that student has the knowledge, understanding and skills equivalent to the stated learning outcomes of courses and units of study offered by UNE.

1.4 Advanced standing is granted once an applicant has demonstrated that he/she has achieved a thorough understanding of the theoretical underpinnings as well as the skills and experiential aspects of the unit(s) of study for which advanced standing is sought.

#### **Scope**

1.5 This policy applies to all UNE awards except:

- a. the Bachelor of Medicine, which is governed by the policies and rules of the Joint Medical Program; and
- b. research and professional higher degrees.

1.6 Eligibility for advanced standing does not guarantee a place in any course.

1.7 Completion of a course is subject to individual course rules.

<sup>1</sup> [http://www.universitiesaustralia.edu.au/documents/policies\\_programs/teaching\\_learning/credit\\_transfer/AVCC\\_Guidelines.pdf](http://www.universitiesaustralia.edu.au/documents/policies_programs/teaching_learning/credit_transfer/AVCC_Guidelines.pdf)

<sup>2</sup> <http://www.aqf.edu.au/>

Page 1 of 7

<sup>3</sup> This does not apply to four year UNE undergraduate courses that may be awarded with honours without completion of a separate honours year after graduation in the pass degree (egg BRurSc).

## **2. ADVANCED STANDING POLICY**

### **Bachelor courses**

2.1 **Maximum credit.** The maximum advanced standing that shall be granted towards any 144 credit points or more UNE undergraduate course is 67% of the credit points required.

2.2 The maximum advanced standing that shall be granted towards any 143 credit points or less UNE undergraduate course is 50% of the credit points required.

2.3 **Minimum requirements of UNE courses.** The minimum requirements of UNE study are:

- a. 144 credit points undergraduate courses require at least 48 credit points from UNE units;
- b. 192 credit points or more undergraduate courses require at least 66 credit points from UNE units;
- c. All bachelor courses require at least 36 credit points from UNE in units at 200/300/400 levels or above.

2.4 **Course admission requirement.** Advanced standing is not granted for units taken to meet course admission requirements with the exceptions of:

- a. units completed as part of the UNE Pathways Enabling Course; or
- b. the TRACKS tertiary preparation program; or
- c. an approved articulation in the course concerned.

### **2.5 Joint and Combined Undergraduate Courses.**

The maximum advanced standing that may be granted for joint or combined courses is 67% of either of the two courses contributing to the joint or combined UNE course.

### **2.6 Bachelor Honours Courses.**

At least 50% of the total credit points required to complete a UNE Bachelor Honours<sup>3</sup> course must be from UNE units. Advanced standing may not be granted for thesis components.

### **2.7 Coursework Postgraduate Courses**

- a. At least 50% of the total credit points required to complete the postgraduate course must be from UNE units.
- b. Advanced standing is not granted for units undertaken to meet the admission requirements except for approved articulations and nested awards as indicated in individual course rules.
- c. Individual postgraduate course rules may specify additional limits on the maximum of advanced standing that can be awarded.

### **2.8 Specified, Unspecified and Block Advanced Standing**

- a. **Specified advanced standing** (advanced standing for a named UNE unit) will be granted where prior learning is regarded as having reasonable correspondence to the learning outcomes of a specific UNE unit that is a compulsory or named elective unit in the applicant's UNE course.
- b. Specified advanced standing is granted using the UNE unit code and credit point value.
- c. **Unspecified advanced standing** may be granted where the prior learning is deemed broadly consistent with the outcomes of the course being undertaken without it being directly equivalent to the learning activities and outcomes of specific UNE units.
- d. Unspecified advanced standing will be granted as a total number of credit points and may be designated as meeting part(s) of a course (typically elective requirements) according to the course rules.
- e. **Block advanced standing** will be granted for successful completion of an approved award that contained subject matter at a level deemed appropriate for the UNE course. Block advanced standing does not require exact UNE unit equivalence. Rather, it will require reasonable correspondence to the learning objectives of the UNE course such that the graduate attributes of the UNE course will be achieved.

### 2.9 Concurrent candidature.

Advanced standing may be counted towards only one UNE course at any one time unless a student is permitted to enrol in two UNE courses concurrently and is granted permission by both Course Coordinators to count the advanced standing twice.

### 2.10 Expiry of Prior Learning

Prior learning must normally be less than 10 calendar years old to be eligible for advanced standing. In exceptional circumstances and at their discretion, Course Coordinators may allow a grant for prior learning older than 10 calendar years providing no currency of knowledge issues apply.

### 2.11 Conceded Pass Results, and Grades and Grade Point Averages

- a. Advanced standing is not granted for prior learning for which the results of Conceded, Conditional, Concessional or Terminating Pass or their equivalents have been awarded.
- b. The grades achieved in prior learning are not recorded in the grant of advanced standing nor is advanced standing counted towards a UNE Grade Point Average.

### 2.12 Whole Units

Advanced standing is granted for whole units only; that is, advanced standing will not be granted for part of a UNE unit.

### 2.13 Projects, Dissertations, Minor Theses, Practical/Professional Experience and WorkReady

- a. Advanced standing for projects, dissertations and minor theses, and practical/professional experience (including clinical periods, teacher practicum and nursing praxis) will be granted only with the permission of the Course Coordinator and subject to individual course rules.
- b. Advanced standing will not be granted for professional or work experience directly related to a UNE course once the student has been enrolled in that course, except in exceptional circumstances and at the discretion of the Course Coordinator.

### 2.14 Native Language Speakers

Advanced standing will not be granted for UNE language units to native speakers of that language. Native speakers may seek exemption from specific language units at the discretion of the head of school concerned to permit enrolment in advanced level language units.

### 2.15 Experiential and Informal Learning

- a. A maximum of 24 credit points may be granted as advanced standing on the basis of experiential or informal learning.

b. Applications will be subject to the evidentiary requirements of the school concerned, which may include submission of a detailed portfolio and/or satisfactory completion of a challenge examination.

**2.16 Articulated Awards**

Articulated award rules and course structures will comply with the advanced standing maxima listed in these rules.

**2.17 Period of Candidature**

The maximum period of candidature for the course will be adjusted pro-rata according to the credit point value of the advanced standing granted.

**2.18 Student Learning Entitlement**

Awards of advanced standing will be notified to the appropriate Commonwealth agency for the adjustment of the Student Learning Entitlement.

**2.19 International Students**

It is a legal requirement that international students complete their courses in the standard period of candidature for their courses. Accordingly, advanced standing grants to international students must include a post-advanced standing enrolment plan that allows completion of the course within standard time and with the required minimum study load in every semester of study.

**2.20 Enrolment and Retention of Advanced Standing**

- a. Applications for advanced standing will be made before enrolment in the UNE award concerned.
- b. Advanced standing will lapse if the student fails to complete unit(s) in the UNE course and does not remain enrolled in that course beyond one statutory census date.
- c. Where advanced standing has lapsed, a student may re-apply for advanced standing but retention of the original advanced standing is not guaranteed.
- d. Students who change a major within their course may apply to the Student Centre to have their original application for advanced standing re-assessed for the new major in that course.

**2.21 Permission to Enrol Elsewhere**

- a. UNE students may apply to their Course Coordinator to enrol in units at another institution as cross-institutional to have those units counted towards the UNE course. Applications must be made under General Rule 17.
- b. Permission to Enrol Elsewhere grants are subject to this policy.
- c. Permission to Enrol Elsewhere grants must be sought prior to cross-institutional studies or advanced standing will not be granted.

**2.22 Relinquishing Advanced Standing**

- a. Permission may, at the discretion of the Course Coordinator, be granted to students wishing to relinquish advanced standing to allow them to complete a UNE unit.
- b. Any reduction to advanced standing already granted will be notified to the appropriate Commonwealth agency for an adjustment to the Student Learning Entitlement.

**2.23 Rescission of Advanced Standing**

A student is not required to rescind a UNE award to be eligible to seek advanced standing towards another UNE course although the limits under this policy to advanced standing shall continue to apply to the new UNE course.

**2.24 Alternate Course Exit**

Where an alternate exit for graduation for a student is approved, the units that comprised the graduating course will be noted on the student's academic record as advanced standing.

**2.25 Transfer between UNE courses**

Subject to individual course rules, there is no maximum of advanced standing granted where a student transfers units from an incomplete UNE course to another UNE course.

**2.26. AQTF Certificate I, II and III Courses**

As these courses provide vocational training skills below the minimum level of outcomes required of university-level study, advanced standing will not be granted for prior learning below the AQTF Certificate IV level.

**3. ARTICULATION AGREEMENTS**

- a. UNE may approve Articulation Agreements with partner institutions as formal arrangements to provide for an abbreviated and specified UNE course plan in designated UNE courses on the basis of equivalency between UNE units and a partner's units. UNE has three types of articulation agreements: Advanced Standing; Advanced Standing (packaged offer) and Partner Pathways.
- b. Articulation Agreements with UNE undergraduate courses require compliance with paragraphs 2.1-2.3 of this policy.
- c. Where any Agreement provides for unspecified advanced standing, it is the responsibility of the proposing Head of School to provide a course enrolment plan that can be made available to students.
- d. Unless renewed or otherwise determined by the agreement, the currency of an Agreement will lapse after 10 years in accordance with paragraph 2.10 of this Policy.

**4. APPEALS AGAINST DECISIONS ON ADVANCED STANDING**

- a. The University provides the right of appeal against decisions on advanced standing.
- b. The decisions of the Advanced Standing Appeals Panel are final.
- c. Unsuccessful appellants have the right to raise matters of maladministration with the UNE or the NSW Ombudsman.

## GLOSSARY

The following is a glossary of terms frequently used in the UNE advanced standing rules and guidelines.

Students should also refer to the [UNE Glossary of Key Terms](#).

**Advanced standing** - credit granted toward a UNE course in recognition of prior learning. Eligible prior learning may include formal study, informal study or experiential learning. Advanced standing may be specified in terms of particular UNE units, or it may be granted as a number of unspecified credit points, or as block advanced standing at an appropriate level.

**Advanced Standing Agreement** - an agreement where UNE may guarantee admission to those students who complete study at the partner institution and advanced standing is specified. There is no requirement for UNE to provide additional services or for the partner to provide a minimum number of students.

**Advanced Standing Agreement (Packaged Offer)** - A version of the above agreement where UNE provides a conditional offer with advanced standing prior to completion of the partner's course.

**Articulation** - The specific design of education and training programs in ways which facilitate and maximise opportunities for, and/or for students to proceed from one level of education/training to the next.

**Agreements** - A means by which pathways for students are developed between UNE and another tertiary provider eg TAFE in the context of designated programs or study sequences to assist students proceed from one course level to another with or without advanced standing depending on the nature of the agreement. Currently three types of agreement are used at UNE; Pathway Partner Agreement, Advanced Standing Agreement and Advanced Standing Agreement (Packaged Offer).

**Australian Qualifications Framework** - The Australian Qualifications Framework (commonly known as the AQF) is a unified system of national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities).

**Australian Credit Transfer Guidelines** - guidelines to provide organisations involved in determining structured cross-sector qualification linkages with a framework to guide and facilitate these arrangements.

**Block Advanced Standing** - exemption from a period of study expressed as credit points, in recognition of successfully completed periods of equivalent study. Such advanced standing is particularly applicable to highly structured professional courses which have few or no elective units and which are relatively uniform across Australia.

**Challenge Examination** - an examination which a school/discipline may require a student to successfully complete before granting advanced standing on the basis of non formal prior learning for a specific UNE unit. Students will incur a fee in accordance with the Challenge Examination procedures of the Examinations Unit.

**Credit** - recognition granted towards meeting the requirements of an award course, either on the basis of prior study, or of prior experience. See 'advanced standing' which is the term used for 'credit' at UNE..

**Exemption** - a term used when a student has demonstrated to the satisfaction of the relevant Faculty, School or Course Coordinator competence in the subject matter of a particular UNE unit such that the student is not required to complete that unit. Exemption may be granted when the previous learning would not attract advanced standing or where the rules of the particular award do not allow for advanced standing. Exemption does not count as advanced standing towards a course and has no credit point value.

**Experiential Learning** - see *Informal Learning*

**Formal learning**) - programs or courses undertaken with recognised universities, TAFE and other approved higher education providers. Such learning has already been assessed by an educational establishment.

**Informal learning** - learning that has been gained from working or life experience. Such prior learning may have been gained through work based programs, self tuition, non-accredited professional development programs, TAFE or University programs.

**Life Experience** - see *Informal Learning*

**Nested Awards** - a sequence of courses offered at different levels which enable students to progress from introductory to advanced level, examples include subject areas which allow students to begin study at the Graduate Certificate level ,progress to Graduate Diploma and then to Masters level in the same subject area.

**Other types of formal learning** - programs or courses undertaken within the workplace, professional organisations or other training contexts other than recognised universities, TAFE and other approved higher education providers. Such prior learning has already been assessed by an organisation or recognised training body.

**Pathway Partner Agreement** - this is an agreement where UNE has an obligation to provide services to a partner apart from guaranteeing admission and advanced standing, in return for which the partner agrees to provide a certain number of students to UNE.

**Recognition of Prior Learning**) - recognition of an individual's knowledge and skills whether from formal studies or professional work or life experience. Assessment may include testing or various other techniques including examination of a profile or portfolio of learning and/or experience.

**Skills recognition** – see *Informal Learning*

**Specified Credit** - credit granted for a particular course component when the student has completed part of a course in which the curriculum is substantially the same, which constitutes at least the same proportion of full-time study and the standard attained is substantially the standard required for a pass in the specified course component offered in the receiving institution.

**Unspecified Advanced Standing** - credit granted for work completed elsewhere for which there is no equivalent component in the receiving institution's award program, but which is nevertheless considered relevant to the award. Usually granted as a credit point value towards electives for the course.

## Central Queensland University

CQUniversity Australia

Course Credit policy may be periodically reviewed by CQUniversity. The most up to date policy in its entirety can be viewed at the following url:

<http://policy.cqu.edu.au/Policy/policy.jsp?policyid=76>

The following is a copy of that policy as at 04/08/09

### Policy Title: Course Credit

#### Part A Policy

##### 1. Policy Statement

Qualifications certify the knowledge and skills a person has achieved through study, training, work and life experience. They are a measure of our 'intellectual capital' and increasingly important to the continuous up-skilling required in all forms of work and in day-to-day life.

The development of structured arrangements to link qualifications across the sectors represents a key process in building closer inter-sectoral relationships.

Qualification linkages enable individual learners to move from one qualification to another in more efficient and effective learning pathways. Course Credit provides a mechanism for creating a more open, accessible and relevant post-compulsory education system and a vehicle for implementing lifelong learning.

Course credit may be granted to students who are able to demonstrate appropriate prior learning or experience. In the interests of ensuring students are fully informed, registered providers are to give students a copy of the course credit for their records. Where course credit is granted, the duration in which the student is expected to complete the course must reflect any consequent reduction in the period of study (*Standard 12 National Code*)

CQUniversity must be cognisant of the Australian Qualifications Framework (AQF) in conjunction with The National Code (2007) when granting course credit.

##### 2. Scope

Course Credit towards a CQUniversity award may be given for assessable learning outcomes achieved through formal and /or informal learning, work related experience and/or life experience, to an extent that is consistent with maximising student progression while maintaining established academic standards.

##### 3. Definitions used in this Policy

All terminology used within this policy is consistent with definitions in the [CQUniversity Glossary](#).

#### **4. Legislation**

These include:

- The Higher Education Support Act 2003 (HESA)
- The Education Services for Overseas Students (ESOS) Act 2000

#### **5. Policy Approval History**

The policy replaces and incorporates the following CQUniversity policy:

- Credit for Previous Studies (Credit Transfer) Policy (Version:3);
- Credit Points Guidelines (Version 1);

Approved by: Academic Board 26 July 2007

Amendments Authorised by: Academic Board 24 June 2009

#### **6. Policy Content**

##### **6.1 Maximum Periods for Credit**

Credit will not normally be granted for studies (or other demonstrated learning achievements) that have been completed more than ten years prior to the time of application for credit.

For the University's coursework programs, the maximum time for completing programs taken from the term of first enrolment in the program will be as follows:

- for a graduate certificate – 3 years; or
- for a graduate diploma – 5 years (unless entering by articulation with a completed graduate certificate in which case allowable completion time is 2 years); or
- for a coursework master – 8 years (unless entering by articulation with a completed graduate certificate/graduate diploma in which case the allowable time for completion is 3 years); or
- for other programs – 10 years.

The Executive Dean of the Faculty offering the program shall have discretion to allow a student to retain credit beyond the deadline and/or to extend their enrolment in the program beyond the maximum time above. The Executive Dean may exercise that discretion in the student's favour where the student is within one or two courses of completion of the award, will be no more than 12 months beyond the deadline, and has given a firm commitment to finish within the extended deadline.

This policy enforcing a maximum period for credit recognition and completion of awards shall apply from Term One 2011.

## 6.2 Qualification Linkages

Structured qualification linkages can be established through a number of processes. These include:

- Articulation of existing awards
- Credit transfer between components of existing awards
- Cross –sector qualification linkages.

Each of these processes is suited to different purposes and circumstances.

These cross-sector qualification linkages enable individual learners a mechanism for effective and efficient learning pathways.

6.2.1 Articulation provides a sequential pathway between qualifications whilst credit transfer provides a means of linking individual components of existing awards.

6.2.2 Where credit transfer is applied, consideration needs to be given as to whether full or partial credit transfer is granted. This will depend on the currency of the learning and the relationship between the subjects or units or learning outcomes in one qualification with those in the other qualification.

6.2.3 The term ‘cross-sector qualification linkage’ is used to identify the scope of the relationship between formal qualifications issued within secondary education, Vocational Education and Training (VET) and higher education based on articulation and credit transfer arrangements. These connections may be based on articulation and credit transfer arrangements but also extend to newer models of integrated cross-sector qualification linkages.

The National Guidelines on Cross-Sector Linkages support organisational associations such as:

- Individual partnerships between institutions;
- State-wide secondary education and VET arrangements;
- VET partnerships with individual higher education institutions; and
- National arrangements between industry training advisory bodies and partner universities.

Linkages are generally based on a content or outcome relationship in which parts of one qualification are recognised as having equivalence with, or are integrated into another qualification.

CQUniversity CRICOS Provider Codes: QLD - 00219C; NSW - 01315F; VIC - 01624D

## **Policy Title: Course Credit**

### **PART B PROCEDURES**

#### **1. OVERVIEW**

Where CQUniversity grants course credit, the university must:

- a. have documented procedures for the granting and recording of course credit, and
- b. provide a record of the course credit to the student, which must be signed or otherwise accepted by the student, and place it on the student's file.

Where CQUniversity grants the student course credit which leads to a shortening of the student's course, the university must:

- a. if the course credit is granted before the student visa grant, indicate the actual net course duration (as reduced by course credit) in the confirmation of enrolment issued for that student for that course, or
- b. if the course credit is granted after the student visa grant, report the change of course duration via PRISMS under section 19 of the ESOS Act.

#### **Forms of credit**

- Course Credit can be granted in different forms. The form of course credit will depend on the circumstances and context.
- As a general guide:
  - specified credit is most relevant to credit transfer based linkages based on specific content linkages, eg module Y in VET is equivalent to unit X in higher education;
  - specified credit is also the most appropriate form for incomplete qualifications;
  - unspecified credit is most appropriate to articulation arrangements based on agreed relative value of awards being linked and/or linkages between generic qualifications;
  - unspecified credit taken as a block is most appropriate in dual and nested awards.

#### **Linkages based on agreed relativities between qualifications**

- Linkages that incorporate an agreed connection and credit value between awards are suited to articulation and dual qualification arrangements that establish a sequential or concurrent pathway, particularly between Diploma level qualifications and Bachelor Degrees

- These linkages are usually predicated on an accepted equivalence in content or in learning outcomes across a similar field or discipline between the linked awards.
- Credit should not be conditional on students meeting other substituted requirements in order to make up a 'normal load'.
- Individuals who have completed part of the relevant previous award may be entitled to receive credit for the specific components they have achieved. Restraints on credit may be employed where there is a significant time lapse between achievement of the qualification/part qualification and an application for credit in the destination qualification.
  - The normal maximum amount of credit, which may be granted to a prospective student enrolling into a CQUniversity award program, shall be 50 per cent of the requirements for their program, and shall be based on previously successfully completed equivalent studies.
  - Credit is normally granted only for courses and programs *satisfactorily* completed in the last 10 years at a recognised tertiary institution, including a college of advanced education, Technical and Further Education (TAFE) college (at the level of associate diploma or above), or, if deemed appropriate by a Faculty, under the auspices of a recognised professional body.
- Full credit might not be possible for a linkage depending on the field or area, or the relationship between one qualification and the other.

### **Principles for Credit Transfer and Articulation from Vocational Education and Training to Higher Education**

- Decisions to grant applications of credit or articulation between the VET and the higher education sector should have general applicability for all eligible students, but may not guarantee automatic admission to specific courses or programs of study where demand exceeds the numbers of student places available.
- Arrangements for articulation and credit transfer, when applied, should not unfairly advantage or disadvantage either the students entering courses and programs of study with credit transfer or articulation or those students who enter directly.

## **2. Procedures**

Applicants are welcome to make enquiries in advance about the amount of course credit to be awarded and the nature of the resultant program of study. However formal application for course credit will be assessed on application and offer made based on the amount of credit granted to complete the program.

Application for course credit must be made in writing by submitting an Application for Course Credit indicating the course(s) for which acknowledgment is sought, to the relevant Faculty Academic Advisor.

Decisions on Course Credit for courses or specified electives are made by the Faculty Education Committee with administration for the program, cognisant of the Australian Qualifications Framework and professional accreditation, and are made

with the approval of the Faculty Education Committee responsible for teaching the courses, if the two bodies are not the same.

The normal maximum amount of course credit that may be granted to a student enrolled in a CQUniversity award program shall be 50 per cent of the requirements for their program, and shall be based on formal, non-formal and informal learning.

Recommendations on Course Credit which is in excess of these procedures must be referred to the Faculty Education Committee or delegated nominee on a case-by-case basis, unless previous articulation arrangements have been approved by the Faculty Education Committee with the institution at which the program of study has been successfully completed.

It is the responsibility of the student applying for credit to submit, when seeking enrolment or an enrolment variation:

- verified transcript(s) of past academic record(s) indicating the course(s) completed, year completed and grade obtained (including details of the grading system), and weighting of the course as a portion of the total program;
- supporting documentation must be a certified copy and translated in English;
- a copy of the course description, including the syllabus or handbook outline; and
- any other information required by the Associate Dean (Teaching and Learning) or Registrar or nominee and any other information considered relevant by the student. CQUniversity accepts no responsibility for obtaining such documentation from other institutions.

For programs of duration of two years equivalent full-time study, the student must complete at least one year of full-time study within the equivalent CQUniversity program to be eligible to take out an award from CQUniversity.

Structured qualification linkages can be established through the articulation of existing awards or credit transfer between components of existing awards. Student Administration following assessment by the relevant Faculty staff administers the Articulations Database  
[http://policy.cqu.edu.au/Policy/policy\\_file.do?policyid=332](http://policy.cqu.edu.au/Policy/policy_file.do?policyid=332).

Applications for Course Credit will not be considered or approved after the Census Date of each term.

Decisions on course credit will be notified to applicants.

### **Revoking Credit**

Credit granted towards a CQUniversity award may be revoked by the Associate Dean (Teaching and Learning). The circumstances leading to such a decision include:

- where the student changes their study program (in particular a change of study area) and their enrolment is governed by a new set of completion requirements;
- where the original course credit decision was based on incorrect information;
- Incorrect or misleading information has been supplied by the student as part of their application;
- Errors have been made in the assessment of credit that may result in an outcome detrimental to the student;
- Subsequent to credit being granted, the student has shown inadequate academic progress in their program of study, and it has been assessed that the student may benefit from undertaking courses for which they have been granted credit to provide pre-requisite or foundation skills and knowledge for more advanced courses in their program.

Any decision to withdraw credit from a student will be at the discretion of the Associate Dean (Learning and Teaching).

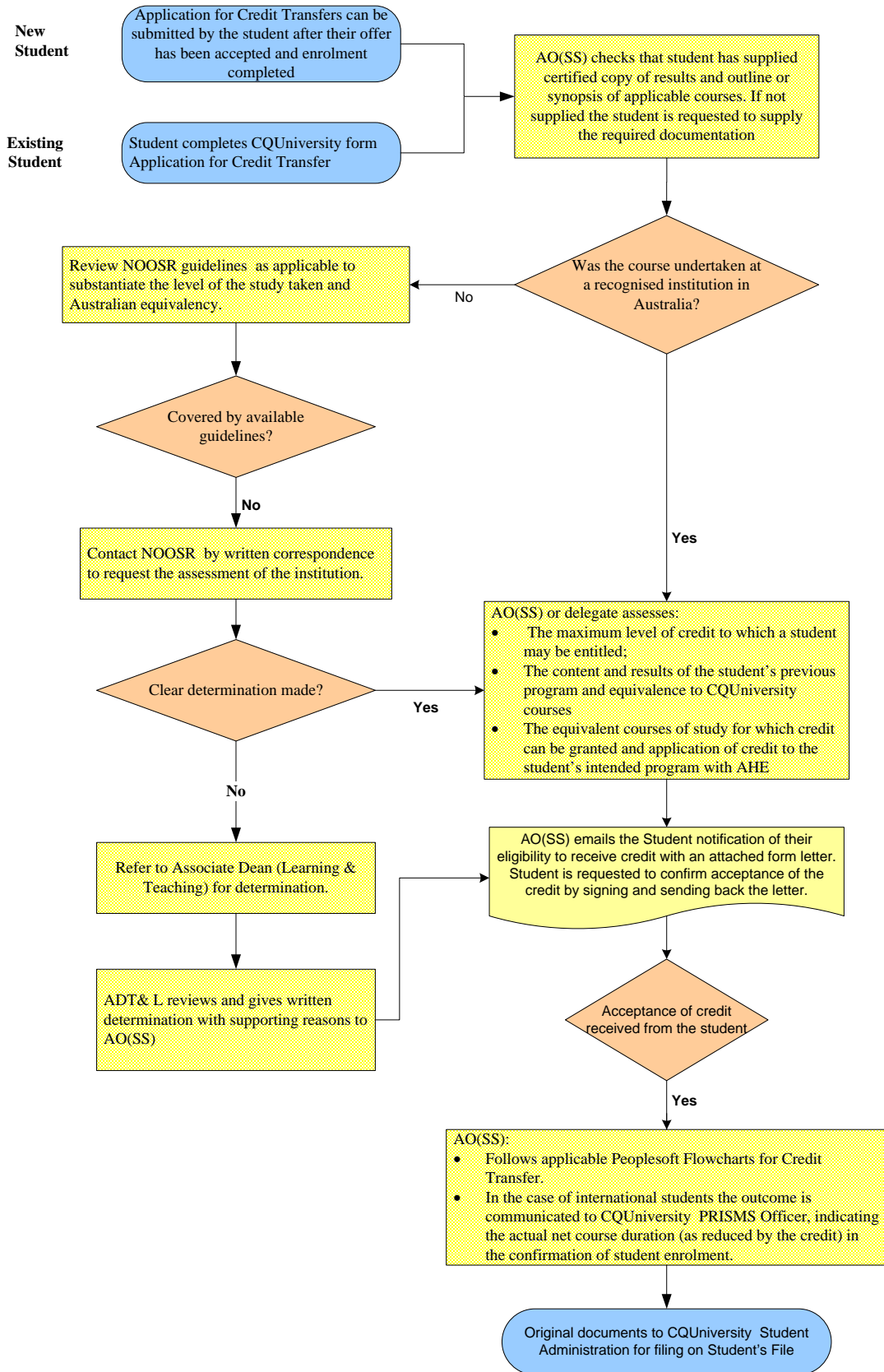
### **Review of ruling on Course Credit**

Applicants for course credit who are dissatisfied with the outcome of a course credit application may request a review of the decision. Such a review request must be accompanied by a full statement concerning the basis for the review.

A request for a review of a course credit decision is lodged with the Associate Dean (Learning and Teaching) (ADL&T) who will review the initial decision in terms of this course credit policy. Where the basis of the review request relates to the academic judgement of the equivalence of prior study, learning or experience to a program or course, the ADL&T will refer the credit review request, together with supporting information and advice, to an independent assessor who makes a recommendation to the ADL&T.

A student who is dissatisfied with the outcome of a review of a course credit decision may appeal based on the Academic Appeals Policy and Procedures and refer to the Student Complaints Process.

CQUniversity GRICOS Provider Codes: QLD - 00219C; NSW - 01315F; VIC - 01624D



# University of Canberra

## Credit Policy

([https://guard.canberra.edu.au/policy/policy.php?pol\\_id=3169](https://guard.canberra.edu.au/policy/policy.php?pol_id=3169))

Date of effect:	Semester One, 2008
Approving body:	Academic Board
Meeting no and approval date:	Approved: Meeting No. 2008/1 – 11 February 2008 Amended: Meeting No. 2008/3 - 2 June 2008
Policy document(s) replaced by this policy:	<i>Articulation Policy; Policy and Procedures for the Granting of Credit; Recognition of Prior Learning Policy</i>
Procedures supporting this policy:	<i>Credit Procedures</i>

### Contents

A. Introduction .....	47
B. Principles .....	47
C. Related information .....	49
Schedule 1: Limitations on amount of credit .....	51
Schedule 2: Credit transfer arrangements.....	53
Schedule 3: Recognition of Prior Learning (RPL).....	55

### A. Introduction

#### Purpose

1. This policy sets out principles for the granting of credit at the University of Canberra. The granting of credit enables students to have their pre-existing knowledge and skills recognised, to avoid unnecessary duplication of learning, and to complete their course in less time.

#### Scope

2. This policy covers credit based on credentialled or uncredentialled learning towards University of Canberra undergraduate and postgraduate award courses. This policy is for the information of UC staff and students.
3. Credit for nested courses in masters sequences is addressed in the *Policy and Procedures for Courses Leading to Postgraduate Coursework Degrees*. Additional provisions on the granting of credit towards postgraduate research courses are in *Higher Degrees by Research: Policy and Procedures* (Gold Book).

#### Legislation

4. This policy is governed by the *Granting of Status Statute 1995* and the *Granting of Status Rules 1995*.

### B. Principles

#### Compliance

5. The granting of credit must comply with University statutes, rules and policies on admission, courses and credit. Any exceptions to this policy must be approved by Academic Board (or the delegated authority).

6. A significant proportion of the studies leading to a UC award must be studies accredited by the University. The granting of credit must comply with University limitations on credit for undergraduate and postgraduate courses (see Schedule 1).

#### **Significance of credit**

7. The granting of credit acknowledges that an individual's knowledge or skills represent the equivalent of the learning outcomes of one or more units in a course.
8. A student who is granted credit has the same rights in relation to that credit as a student who has successfully undertaken the studies for which credit is granted. This applies to satisfying requirements in relation to such matters as prerequisites and course completion.

#### **Bases for credit**

9. Credit may be negotiated on a case-by-case basis for individual students or on a course-by-course basis through a credit transfer arrangement (see Schedule 2).
10. The granting of credit takes into account the relevance, standard and currency of the learning for which the credit is sought. Credit normally is not granted for learning completed more than 10 years prior to the time of the application for credit.
11. The University may recognise *credentialled* or *uncredentialled* prior learning as the basis for credit.

#### *Credentialled learning*

12. Credentialled learning is learning based upon complete or incomplete formal studies leading to an Australian Qualifications Framework (AQF) award or overseas equivalent.
13. The minimum qualification recognised by the University as the basis for credit towards a bachelor's degree is normally a diploma. No credit may be granted towards a postgraduate course on the basis of undergraduate studies.
14. Credit for credentialled learning is preferably specified credit. Any block (unspecified) credit is normally limited to the granting of credit for open electives.
15. Credentialled learning may be learning undertaken at the University (internal credit) or at another institution (external credit). The latter may include studies successfully completed on a cross-institutional or an international exchange basis.

#### *Uncredentialled learning*

16. Uncredentialled learning is learning from work experience, life experience or from studies not recognised under the Australian Qualifications Framework.
17. Credit for uncredentialled learning is specific to a unit as it is based upon evidence of achieving the learning outcomes for the unit.
18. Recognition of Prior Learning enables credit to be granted to students on an individual basis for knowledge, skills and experience acquired through uncredentialled learning (see Schedule 3).
19. Credit may be granted for UC Non-award Studies (Examinable) and studies developed or recognised in accordance with the University's *Credit for Non-award Studies Policy*.

### Restrictions on credit

20. Credit granted in a previously completed course cannot count towards any subsequent courses.
21. Credit is not granted for a conceded pass grade.

### Variation of Course Requirements (VCR)

22. A student may be granted credit for a unit not listed in the Determination of Course Particulars (DCP) and have it counted towards the academic requirements of the course. (See the *Variation of Course Requirements Policy*.)

### Appeals

23. A student may appeal under the *Student Grievance Resolution Policy* against a decision on credit. The decision cannot be challenged on the grounds of academic judgment. An appeal will only be on the grounds that the University procedures for the granting of credit have not been correctly applied.

## C. Related information

### Context

24. This policy is an amalgamation, revision and clarification of principles in previous University policies on the granting of credit for credentialed and uncredentialed learning.

### Responsibilities

25. Responsibilities for implementing this policy are set out in the *Credit Procedures*.
  - Policy owner: Pro Vice-Chancellor (Education)
  - Policy custodian: Academic Registrar
  - Policy contact: Secretary, University Education Committee

### Relevant documents

26. Documents related to this policy are:
  - *Courses and Awards Statute 1995; Courses and Awards (Courses of Study) Rules 2005*
  - *Admission Statute 1995; Admission Rules 1995*
  - *Admission Policy for Undergraduate and Postgraduate Coursework Courses*
  - *Credit for Non-award Studies Policy*
  - *Policy on Undergraduate Courses Leading to Bachelor Degrees*
  - *Policy and Procedures for Courses Leading to Postgraduate Coursework Degrees*
  - *Higher Degrees by Research: Policy and Procedures*
  - *Variation of Course Requirements Policy*

### Definitions

27. The following definitions are relevant to this policy:

<i>Credit:</i>	Recognition by the University that prior learning undertaken by a student satisfies part of the academic requirements of a course. Also known as 'advanced standing' or 'status'.
<i>Credit transfer:</i>	Recognition by the University that specific studies at a particular institution qualify <i>all students</i> with these studies for the specified credit.
<i>Block (unspecified)</i>	Credit towards a specified number of credit points at a specified course level.

<i>credit:</i>	
<i>Specified credit:</i>	Credit towards a unit or units specified in the Determination of Course Particulars for a specific course.
<i>Internal credit:</i>	Credit granted on the basis of studies undertaken at the University.
<i>External credit:</i>	Credit granted on the basis of studies undertaken at an institution other than the University.
<i>Credentialed learning:</i>	Course-related learning recognised under the Australian Qualifications Framework (AQF) such as: formal learning in a university, a vocational education and training (VET) course, an accredited course offered by a Registered Training Organisation, or overseas equivalents.
<i>Uncredentialed learning:</i>	Informal learning from work experience, life experience or from courses taken outside the university and TAFE system. Includes learning accredited through the RPL process and learning based on non-award studies approved by the University.
<i>Postgraduate course:</i>	The term 'postgraduate' when used in relation to a course denotes any course which follows an undergraduate course.

### Schedule 1: Limitations on amount of credit

[Credit for nested courses in masters sequences is addressed in the *Policy and Procedures for Courses Leading to Postgraduate Coursework Degrees*. Information on the maximum amount of credit allowed towards postgraduate research courses is in *Higher Degrees by Research: Policy and Procedures* (Gold Book).]

#### External credit

1.1 The *Courses and Awards (Courses of Study) Rules 2005* set out the following minimum amounts of study at UC an enrolled student of the University must take to be eligible for the granting of the award.

<i>Course level</i>	<i>Minimum required study at UC</i>
undergraduate or graduate entry degree of bachelor, including a degree of bachelor with honours	24 credit points
honours degree of bachelor	12 credit points
combined course leading to two degrees of bachelor	24 credit points for each degree and 48 credit points in total
graduate certificate, graduate diploma or degree of master by coursework	12 credit points
degree of doctor by coursework	36 credit points
degree of master by research	1 year
degree of doctor by research	2 years

1.2 The maximum amount of external credit on the basis of a completed AQF diploma or advanced diploma (or equivalent qualifications) towards a related UC bachelor degree course is 24 or 36 credit points, respectively. Credit for incomplete studies at these levels will be considered on a case-by-case basis.

1.3 Taking into account the required minimum amount of UC study, external credit may be granted for up to the remaining credit points in an undergraduate or postgraduate coursework course on the basis of an incomplete course at the same level. (Exception: four year UG degree - 48 cp maximum credit.)

1.4 The maximum amount of external credit based on a completed course at the same or higher level is 24 credit points towards an undergraduate course or 12 credit points towards a postgraduate coursework course. No external credit is given towards a one year stand-alone honours course or a graduate certificate course.

1.5 Additional limits on the amount of external credit may be set by University policies and in the Determination of Course Particulars for a specific course.

#### Internal credit

1.6 Unlimited credit may be granted for an incomplete UC course to allow transfer to another UC course, within the constraints of this policy.

1.7 Credit towards a UC undergraduate course on the basis of a completed UC undergraduate course may be granted in accordance with the combined courses (leading to a double degree) guidelines in the *Policy on Undergraduate Courses Leading to Bachelor Degrees*. This applies irrespective of whether the two courses have been formally established as a combined degree course.

1.8 Credit towards a UC postgraduate course on the basis of a completed UC postgraduate course at the same or higher level is limited to a maximum of 12 credit points, except in an accredited

combined masters degree course where the *Combined Coursework Masters Courses Policy* applies.

- 1.9 Taking into account the required minimum amount of UC study, credit may be granted for up to 24 credit points towards a UC postgraduate course on the basis of a completed UC postgraduate course at a lower level. This applies irrespective of whether the course is a nested one or not.

## **Schedule 2: Credit transfer arrangements**

- 2.1 The purpose of credit transfer arrangements between the University and other institutions is to build learning pathways for students, to maximise opportunities for the recognition of prior studies, and to establish strategic alliances.
- 2.2 Credit transfer arrangements may apply to:
- credentialled studies in a university, a vocational education and training (VET) course, or an accredited course offered by a Registered Training Organisation;
  - uncredentialled studies offered by a training provider approved by Academic Board (or the delegated authority).
- 2.3 Academic Board (or the delegated authority) approves credit transfer arrangements and must approve any exceptions to policy set out in such arrangements.
- 2.4 Credit transfer arrangements establish pre-defined credit for related courses of study for all eligible students.
- 2.5 Credit transfer arrangements normally comprise a sequential pathway; the granting of a lower level award at another institution results in credit towards a UC award. Credit is not given on the basis of incomplete studies under credit transfer arrangements.
- 2.6 The development of credit transfer arrangements is based upon the mapping of equivalences in course content, competencies and learning outcomes.
- 2.7 The maintenance of the academic rigour and coherence of the UC course or program is to be taken into account when establishing an arrangement.
- 2.8 A credit transfer arrangement can be based upon:
- a single discipline-specific linkage between UC and another institution (which does not require a contract), or
  - a contractual agreement between institutions such as a Memorandum of Agreement.
- 2.9 The criteria for establishing a contractual agreement are as follows:
- the partnership is a strategic and long term one
  - credit transfer is one aspect of a broader relationship
  - a number of credit transfer arrangements are likely to be established.
- 2.10 The minimum qualification level recognised by the University under credit transfer arrangements is normally a diploma award. A lower level AQF award may be recognised for professional reasons if it is the highest qualification in the relevant discipline at the other institution.
- 2.11 Credit granted at the University of Canberra under a credit transfer arrangement is normally specified credit. Any block credit under credit transfer arrangements is normally limited to the granting of credit for open electives.
- 2.12 Information on the University's credit transfer arrangements is made publicly available on the UC website. The typical study program is given for each arrangement based on the credit to be granted.

2.13 Credit transfer arrangements are reviewed annually. They are also reviewed when the UC program or related program at the partner institution undergoes a change that will impact upon the arrangements.

### **Schedule 3: Recognition of Prior Learning (RPL)**

[This schedule applies to RPL credit. See the *Admission Policy for Undergraduate and Postgraduate Coursework Courses* for information on RPL-based admission.]

3.1 Recognition of Prior Learning (RPL) is the recognition of learning gained outside the AQF, that is, those awards normally offered in universities and TAFE. RPL refers specifically to learning from work or life experience, and from uncredentialed courses.

3.2 RPL credit may be granted towards undergraduate or postgraduate coursework courses. Professional recognition requirements may prevent the granting of RPL credit in some UC courses.

3.3 RPL credit is specific to a unit. Block credit does not apply as evidence is required on the achievement of learning outcomes, as set out in the UC Handbook, for a specific unit or specific units.

3.4 Eligibility for RPL credit is normally based on demonstrated achievement of each of the following criteria:

- the skills and learning required to meet the learning outcomes for the unit, and
- the capacity to critically engage in theoretical aspects of the discipline, and
- substantial experience in a relevant area.

The onus is on the applicant to provide the required evidence.

3.5 RPL credit will not be based solely on the length of professional experience.

3.6 Forms of evidence may include:

- an employer's letter validating work experience
- examples of work, training certificates and course outlines
- documented professional qualifications
- interviews, written tests and practical demonstrations.

Documents provided as evidence must be original or certified.

3.7 The total amount of external credit granted on the basis of RPL will not exceed:

- 24 credit points in a three or four year undergraduate course
- 12 credit points in a postgraduate course.

The overall UC limitations on external credit, including any RPL credit, will apply as set out in Schedule 1.

## University of Ballarat

### Extract from REGULATION 5.2-ENTRY QUOTAS, ADMISSIONS AND ENROLMENT Granting of credits (Higher Education Division)

5. (1) In determining if a person is admitted to a higher education course with credit, under section 4 of Statute 5.2, the Vice-Chancellor shall have regard to whether the person -

- [a] seeks admission to a course other than a course leading to a higher degree by research and produces satisfactory evidence of -
  - [i] having been an enrolled student of the University or of another tertiary, higher education or TAFE institution recognised by Academic Board; or
  - [ii] graduation from another tertiary, higher education or TAFE institution recognised by Academic Board; or
  - [iii] having achieved a standard in any area of learning from a recognised provider or which has been acquired in an uncredentialed context such as work or life experience and which, in the opinion of the Head of School, will fit the person to undertake the course; and

is otherwise eligible for enrolment as a student at the University and for admission to the higher education course; or
- [b] seeks admission to a course for a higher degree by research and produces satisfactory evidence -
  - [i] of admission in another tertiary educational institution to a degree which is appropriate to the course and recognised by the School; or
  - [ii] that the person has had adequate training and has the ability to pursue the course; and

is otherwise eligible for the course.

5. (2) If a person seeking admission to a higher education course with credit has been an enrolled student of, or has graduated from, another tertiary, higher education or TAFE institution not recognised by Academic Board then before making a determination under section 4 of Statute 5.2, the Vice-Chancellor will request Academic Board determine whether the relevant tertiary, higher education or TAFE institution should be recognised by Academic Board and the level of credit that should be given.

6. (1) Before a person is admitted to a higher education course under section 5 the University shall –

- [a] specify any units and/or portion of the higher education course for which credit is to be given; and
- [b] specify the work to be performed by the person to complete the higher education course.

6, (2) Notwithstanding sub-section (1), any person or body authorised by the Statutes to grant credit may exercise that authority during any period in which a student is enrolled.

### Limitation on granting credit (Higher Education Division)

7. (1) Subject to sub-section (2), no higher education student shall be exempted from passing the assessments for more than one-half of the work, as determined by the appropriate School, prescribed for the student's course.

7. (2) If a student who has been admitted to a higher education course in the University obtains permission in writing from the appropriate Head of School to enrol for any unit of a course for a course of studies at this or another tertiary educational institution with whom credit transfer arrangements exist or have been approved by Academic Board or if the School considers there are exceptional circumstances, the School may -

- [a] allow the student credit for any work completed in any area of learning from a recognised provider or which has been acquired in an uncredentialed context such as work or life experience and which, in the opinion of the School, will fit the person to undertake the higher education course; and
- [b] define the work to be performed by the student to complete the higher education course to which the student has been admitted.

7. (3) The School shall report to Academic Board any determinations made under sub-section (2).

## **Edith Cowan University**

### **Policy Title: Advanced Standing**

**Descriptors : 1) Advanced Standing 2) Credit Transfer 3) Recognition of Prior Learning  
4) Credit**

**Category : Academic**

Intent  
Organisational Scope  
Definitions  
Policy Content  
References  
Contact Information

#### **1. Intent**

The purpose of this policy is to ensure that the granting of advanced standing towards completion of ECU courses is applied equitably and consistently across the University.

ECU seeks to ensure:

- that students have their formal, non-formal and informal learning recognised for advanced standing towards a qualification;
- consistency in the provision of advanced standing in all parts of the University,
- the quality, integrity and standing of ECU qualifications and

- students have the right to appeal decisions made by the University in relation to advanced standing assessments

## 2. Organisational Scope

All ECU staff, students and prospective students.

## 3. Definitions

### Advanced Standing

The granting of credit towards the completion of a course based on studies or experience gained elsewhere is defined in ECU's Admission, Enrolment and Academic Progress Rules. This can be achieved through the 'recognition of prior learning' and/or through 'credit transfer'.

### Recognition of Prior Learning (RPL) \*

The recognition of skills and knowledge an individual has achieved outside the formal education and training system (through non-formal or informal learning) to gain entry or claim credit in an ECU course. Credit based on RPL is determined by assessing the extent to which the prior learning is equivalent to the required learning outcomes or competencies

in an ECU module, unit or units.

### Credit Transfer \*

The recognition of a unit, module or qualification an individual has achieved (through formal learning) to gain entry or claim credit in an ECU course. Credit based on credit transfer is determined by assessing the extent to which the prior achievement is equivalent to the required learning outcomes or competencies in an ECU module, unit or units.

### Credit

The provision of credit in a course as the result of a successful recognition of prior learning or credit transfer application. This may include:

- **specified credit:** the student is given credit for specific subjects, modules, units or competencies;
- **unspecified credit:** the student is given credit so that they are required to complete fewer credit points, subjects, modules, units or competencies (e.g. credit for elective units or an unspecified unit set or minor);
- **block credit:** the student is given credit for a block component of a course (e.g. first semester - 60 credit points or first year - 120 credit points); and
- **preclusions/substitutions:** the student is required to undertake alternative work in place of a module, unit or units scheduled in the course.

### Australian Qualifications

**Framework (AQF)** The unified system of national qualifications used in schools, vocational education and training and the higher education sector across Australia.

### ECU Qualification

## Framework (ECUQF)

The ECU includes AQF awards and other awards outside the AQF which are offered by ECU and as set down in the ECU Qualifications Framework Policy (AC057).

**Formal learning** Learning that has occurred in courses recognised as part of the AQF, or overseas courses recognised by the National Office of Overseas Skills Recognition (NOOSR), or in other formal courses of study recognised by ECU as leading to a qualification, the standing of which can be assessed by ECU.

**Non-formal learning** Learning that has occurred in courses not recognised as part of the AQF, nor overseas courses recognised by NOOSR, nor in other formal courses of study recognised by ECU as leading to a qualification, the standing of which can be assessed by ECU e.g. professional development courses provided by an employer to employees.

**Informal learning** Learning that has occurred outside courses of study (either formal or informal) e.g. work experience or life experience.

\* **NOTE:** The key distinguishing characteristic between 'recognition of prior learning' and 'credit transfer' is that it is the *student* who is assessed in the case of RPL, and the *course or subject* in the case of credit transfer. That is, in credit transfer the judgement is about the learning program, outcomes and assessment in the course, unit or subject previously undertaken by the student.

## 4. Policy Content

### 4.1 Purpose of Credit Transfer and Recognition of Prior Learning

Credit transfer and recognition of prior learning can be used in two ways:

- for possible entry to a course or qualification;
- for the provision of credit in a course or qualification, leading to the partial or full completion of the requirements for that course or qualification\*.

**4.1.1 The maximum amount of credit** given for Higher Education and VET awards must be consistent with the requirements of Rule 21 of the Admission, Enrolment and Academic Progress Rules.

### 4.2 Fees

No fee shall be charged for assessing students for recognition of prior learning or credit transfer for entry to ECU higher education courses, except as provided for below.

**4.2.1** Under the provisions of the *Higher Education Support Act (2003)*:

- No fees can be charged for assessing students for recognition of prior learning or credit transfer for Higher Education AQF course awards; **although**
- Audition fees may be charged for specialist auditions and interviews such as those conducted by WAAPA, or where special expertise is required to conduct interviews and make recommendations on the suitability of applicants for admission or where fees are imposed under appropriate VET policies and guidelines, published by the relevant Commonwealth and State authorities from time to time.

### 4.3 Approval

Decisions on the level of credit to be granted in a particular course shall be determined by the Executive Dean or Dean or nominee in accordance with criteria, conditions, policies, procedures and frameworks established by the relevant Faculty Board and approved by the Academic Services Committee (**in compliance with** Admission, Enrolment and Academic Progress Rule 21).

#### **4.4 Assessment of Prior Learning**

In order to recognise prior learning it is necessary to:

- compare the informal and non-formal learning the individual has achieved against the learning outcomes or performance criteria of the course for which the student is seeking entry or the provision of credit; and
- determine appropriate evidence to support the claim of prior learning.

It is the responsibility of the student to provide appropriate evidence to support the claim of prior learning.

An applicant may be allowed to complete an assessment to determine the level of prior learning. This could be a written and/ or oral/ practical assessment, including the requirement to sit the final examination for the unit/module. The Head of School responsible for the course, in consultation with appropriate academic staff, will determine whether an assessment is allowed.

Staff carrying out the assessment should have a detailed knowledge of the course for which the applicant is seeking credit and expertise in, or access to advice on, prior learning assessment methods.

#### **4.5 Assessment of Credit**

In order to determine credit transfer it is necessary to:

- view certified copies of qualifications and or academic transcripts for the initial formal studies;
- compare the qualification studied (e.g. via AQF or NOOSR or based on prior assessments and course information) with the course for which the student is seeking entry or the provision of credit and determine the actual credit to be provided; and
- ensure the assessment of maximum credit transfer is consistent with the Admission, Enrolment and Academic Progress Rules (Rule 21).

In circumstances where an applicant is unable to present sufficient documentary evidence to allow for the normal determination of credit, the applicant may be allowed to undertake an assessment process which may be written and/or oral/ practical assessment. The Head of School responsible for the course, in consultation with appropriate academic staff, will determine whether an assessment is allowed.

Details of the assessment of courses of other institutions for credit are contained at the attachment to this Policy: *Guidelines for Assessing Courses of Other Institutions for Entry into, and Advanced Standing for, ECU Courses*.

#### **4.6 Limitations**

**4.6.1** Eligibility for credit does not guarantee an applicant a place in a course.

**4.6.2** Regardless of the nature or amount of credit granted, any specific requirements of a

course must be fulfilled, including any conditions associated with professional recognition of the award (see Admission, Enrolment and Academic Progress Rules (Rule 21)).

**4.6.3** If a student transfers from one program to another, the credit approved in the original program will not be transferred as a matter of course.

**4.6.4** Once a student has been awarded credit on the basis of credit transfer, subsequent credit transfer will not include a re-assessment of the initial course(s), unit(s) or subject(s), but will be based on assessing other courses, units or subjects.

**4.6.5** Limits to the maximum extent of RPL or credit transfer will be determined from time to time and appear in the Admission, Enrolment and Academic Progress Rules (Rule 21) and the Guidelines attached to this policy.

#### **4.7 Additional Credit**

Where additional credit above that recommended by the advanced standing coordinator is proposed by the Faculty, approval must be received from Faculty Executive Dean and Pro-Vice-Chancellor (Teaching & Learning) and referred to the following Academic Board meeting for noting.

#### **4.8 Appeal against advanced standing decisions**

There are two levels of appeal that apply to an advanced standing query and these must be followed in sequence as listed below:

##### **4.8.1 Informal Advanced Standing Query (available to potential and current ECU students)**

Potential and/or current students should contact the person responsible for the advanced standing decision to discuss their concerns and review the assessment they are querying. If not satisfied with outcome then a formal Advanced Standing Appeal may be submitted.

##### **4.8.2 Formal Advanced Standing Appeal (only available to current ECU students)**

The Advanced Standing Appeals Guidelines attached to this policy outline the procedures to be followed for a formal appeal of an advanced standing decision.

## **5. References**

Policy Code: AC059 File No: SUB/3249

Policy Owner: Deputy Vice-Chancellor (Academic)

Approved by: Vice-Chancellor

Date Approved: 11 December 2007 (AB111/07)

Revision Date: November, 2010

Amendments: 27 November 2008 (AB59/08)

April 2006 (AB31/06)

Related Policies/Documents: This policy **replaces** AC010 Recognition of Prior Learning (RESCINDED April 2006).

Admission, Enrolment and Academic Progress Rules (Rule 21)

ECU Admissions Policy

English Standards Policy

ECU Qualifications Policy

Australian Qualifications Framework Advisory Board (2002).

*National Principles and Operational Guidelines for Recognition of Prior Learning (RPL)*. Retrieved February 11, 2005, from: <http://www.aqf.edu.au/rplnatprin.htm>.

Australian Qualifications Framework Advisory Board (2002).

*Guidelines on Cross-Sectoral Qualification Linkages.*

Retrieved February 11, 2005, from:

[http://www.aqf.edu.au/pdf/cross\\_sectoral.pdf](http://www.aqf.edu.au/pdf/cross_sectoral.pdf).

Department of Education and Training (2005). *Fees and Charges Policy Guidelines for publicly funded Registered Training Organisations and Programs*. Government of Western Australia.

## **Appendix II**

### ***GCTE Course Document***

## Graduate Certificate in Tertiary Education

### Vision

**To develop a National program that provides opportunities for academics across the tertiary sector to develop as educational professionals who are deeply informed and sensitive to ways in which to respond to and enhance the student learning experience.**

### Principles

The Graduate Certificate in Tertiary Education (GCTE) program is underpinned by four key principles:

1. Theoretical Understandings
2. Scholarship of Teaching and Learning
3. Community of Practice
4. Life-Long and Self-Directed Professional Learning

The GCTE is designed to enhance the learning and teaching experience for students in Australian universities by its principles derived from current literature, the output of scholarship, engagement in a community of practice and modeling of self-directed and life-long learning skills.

#### 1. Theoretical Understandings

- The GCTE promotes the constructivist view that the intent of learning is the construction, individually or in groups, of developed understandings about learning and teaching.
- The approach to learning design reflects a student centred orientation and provides opportunities for interaction to support deeper learning.
- Assessment and evaluation are integral aspects of the learning design which encourage reflective practice and provide formative feedback mechanisms for learners and teachers.

#### 2. Scholarship of Teaching and Learning

- A nexus between scholarship, research and facilitation of learning will be explicit in the learning design of units within the GCTE.
- Practices embedded in the GCTE learning design reflect ongoing scholarship in the discipline of teaching and learning in higher education.
- Learners are encouraged to apply understanding gained through participation in the GCTE to the design of learning within their own discipline/subject areas and contexts.
- Learners develop scholarly practice in the discipline of teaching and learning in higher education through engagement in the learning design and reflection on practice.

#### 3. Community of Practice

- Learners will be encouraged to form communities of practice as they journey through the GCTE and to use these productively to support their learning.
- Membership of Communities of Practice is intended to enhance and deepen learning experiences and to extend scholarship beyond narrow discipline/subject boundaries.

#### **4. Life-Long and Self-Directed Professional Learning**

- Within the GCTE professional learning is facilitated by the learning design through flexible approaches to the scope, sequence and assessment of learning.
- Learners are encouraged to extend their scholarship in teaching beyond the GCTE and into discipline/subject areas in purposeful ways.

### **Rationale**

The Graduate Certificate in Tertiary Education is the shared vision of the eight participating universities (University of New England, University of Central Queensland, University of Canberra, University of Ballarat, Edith Cowan University, Murdoch University, Swinburne University and the University of Queensland) to provide a high quality qualification in tertiary teaching and learning to lecturers in their institutions. Each of the universities will offer a 'Core Unit' as a foundation for the Graduate Certificate. Eight elective units will be offered, one from each university, from which staff will choose three to complete their GCTE. This program will enable smaller universities to offer high quality, fully benchmarked teaching development programs, by minimising the workload in developing and delivering GCTEs by individual institutions, in times when universities are expected to raise standards of teaching, but are also coming under severe financial pressures.

Successful graduates of the program can expect to increase their understanding of the theories and practices of tertiary teaching, including the ways in those theories and practices are influenced by views about student learning. They will also develop a community of practice, not only amongst fellow candidates at their own institution, but also with others from the partner universities as they participate in elective units from those organisations.

The programs teaching and learning methodology is intended to enable participants to develop knowledge, skills and attitudes that will enhance both their teaching and their more general development as an academic. It will also provide opportunities for them to investigate the relationship between theory and their own practice.

### **Minimum Qualification Requirement**

To be eligible for entry into the Graduate Certificate in Tertiary Education program an applicant must demonstrate the capacity to undertake the degree by meeting at least one of the following entrance criteria:

4. Completion of any Australian or equivalent Bachelor degree; or
5. Professional experience in a tertiary or higher education industry; or

6. Professional experience in the facilitation of the learning of others for example Nurse Educators, Defence Force instructors, Ambulance, Human Resource Specialists, VET Professionals and public and private training providers.

## **Aims**

The Graduate Certificate in Tertiary Education aims to:

- Develop professional tertiary educators enriched by cross-institutional community of practice.
- Engage in an efficient and innovative response to small enrolments at each of the partner universities by creating a critical mass of students.
- Provide opportunities for scholarly engagement with key theories and practices within varied tertiary contexts.
- Create opportunities for benchmarking effective practices between teachers of the course and students enrolled within the course.
- Demonstrate core values of respect for diversity amongst our students and ourselves, and will apply principles of social justice.

## **Learning Outcomes**

On successful completion of this course it is intended that students will be able to:

1. Demonstrate knowledge of education theories and practices in tertiary education generally, and in particular disciplines and contexts;
2. Apply knowledge of educational theories and practices contextually to particular disciplines;
3. Critically reflect on and evaluate a range of ways of thinking about teaching for learning from a scholarly perspective;
4. Expand professional educational networks both within disciplines and across disciplines in your university as well as across the sector;
5. Identify and engage with the changing nature of teaching and learning in tertiary education in Australia and globally;
6. Articulate a personal and autonomous identity of a tertiary educator.

## **Program Design, Content and Organisation**

The program is offered in a format that is tailored for part-time study.

Candidates for the Graduate Certificate in Tertiary Education will complete the Core Unit for the course at their home institution in the first semester of their candidature. They will then complete the three elective units, one of which will be the elective unit offered by their home institution.

## Course Map

Semester	Unit Title	Mode of Offering	Credit Points
One	Tertiary Teaching & Learning	Internal/Online at home institution	150 hours equivalent
Two	Elective Unit	Online (from home or partner institution)	150 hours equivalent
Three	Elective Unit	Online (from home or partner institution)	150 hours equivalent
Four	Elective Unit	Online (from home or partner institution)	150 hours equivalent

Semester One will introduce students to the theories and practices of university teaching and learning.

In Semesters Two, Three and Four students will study the elective unit offered by their home institution, and select one elective unit each semester from the pool offered by the partner universities.

### Assessment

Across the course there will be a variety of assessment tasks that align with the outcomes of each unit. This means that the range of assessments completed will vary for each student. However, all participants will complete one of these tasks:

Preparation of a personal teaching philosophy statement which has a weighting of 20% in the core unit. This will enable benchmarking across the course and universities in the partnership.

### Assessment Strategy

The program's assessment strategy has been designed to ascertain whether the student has achieved the programme learning objectives and reached the required standard for the award of the graduate certificate. Assessed assignments are also conceived of as learning opportunities, which build upon each other as well as providing the means of more formal assessment.

With this in mind, an assessment strategy has been devised in which:

- Every assessment is designed to inform their current teaching.
- Every assessment is designed to be of use to the students and to relate closely to her/his academic development.
- Every assessment is designed to provide information on the ability and progress of the student in fulfilling the aims of the program.
- A range of assessment modes, both formative and summative, are used. These will assess student's reflective and analytical thinking skills, oral and written communication competencies, practical understanding, creative and collaborative skills and ability to undertake research and enquiry.

- All units are assessed. Every unit is assessed by more than one method.
- All assignments assessed will be graded as 'satisfactory' or 'unsatisfactory'.

### **Modes of Assessment**

- Written assignments to include but not limited to reports, essays, contributions to wikis, blogs and other collaborative tools and annotated bibliographies
- Other suitable representations including multimedia
- Formative quizzes
- Presentations
- Other?

### **Assessment Criteria**

The definition of assessment criteria is determined by the aims and outcomes of the course and the expected specific outcomes of the units.

Assessment criteria have been compiled in relation to:

- The students' ability to develop and test theory and practice-related ideas.
- Different levels of attainment and their relation to the aims of the units.
- The measurement of the students' attainment of intellectual and imaginative powers.
- The student's deployment of appropriate methods for the development of communication skills.
- The students' attainment of professional and vocational skills.

**Unit Descriptions**

Unit Title	<b>Tertiary Teaching and Learning</b>
University responsible	All
Unit Code	
University of New England	EDCX 588
Central Queensland University	EDED 20484
University of Canberra	8191
University of Ballarat	EDGCT5007
Edith Cowan University	EDU4355
Credit Points	Equivalent to 150 hours
Status	Core Unit - Compulsory
Semester	One or Two (Depending on sequence)
Pre-requisites	N/A

**Unit Description**

The primary aim of this unit is to enable participants to develop a conceptual framework for understanding tertiary teaching and learning that will enable them to become more expert facilitators of learning, and to reflect on teaching and learning more critically. The development of this framework will be informed by research in teaching and learning (both theory and practice) and enriched by investigating practices in a range of contexts and for a range of learning purposes. Participants will develop a teaching portfolio that will document and demonstrate their teaching philosophy, goals and approach. They will have experienced a range of teaching strategies within the course and reflected upon these experiences (e.g., peer teaching, small group techniques, problem based learning, computer assisted learning). Participants will also collect evidence through the unit activities and the portfolio development process that will be useful in documenting the quality of their teaching for probation, promotion and permanency.

**Indicative Workload**

150 hours

**Teaching Methods**

The mode of delivery is blended and will involve both class and online activity. An activities and inquiry based approach will be used.

**Assessment**

The assessment for the Core Unit will contain one assignment which is the same at each institution, for the purpose of moderation. The assignment will be:

Personal Philosophy, 20%, No less than 1,500 words.

**Learning Outcomes**

7. Develop and apply knowledge about learning theories, the premise on which they are based, and their implications for teaching practice and enhancing student learning;
8. Reflect critically and in a scholarly manner on their own practice as a tertiary teacher;
9. Identify, develop and articulate a shared understanding of core common terms and references relevant to tertiary education;

10. Describe the characteristics of your student cohort and variety of learning environs, and use this information to reflect on the implications for teaching these students in your context;
11. Articulate an informed philosophy of tertiary teaching and Engage collaboratively in a professional community of practice.
12. Demonstrate a knowledge and understanding of key institutional policies and practices in relation to your role as a tertiary educator.

### **Core Readings**

There are no required texts for this unit but a list of useful resources will be provided.

Unit Title	<b>Curriculum Design for Tertiary Contexts</b>
University responsible	University of New England
Unit Code	EDCX 589
Credit Points	6
Status	Elective Unit – Compulsory UNE Students
Semester	Two
Pre-requisites	University Teaching & Learning

### **Unit Description**

The aim of this unit is to expand participant's skills in the development of curriculum, including outcomes, selection of teaching strategies, media and assessment customized for particular contexts and purposes. The focus is on developing flexible approaches to learning and teaching with particular emphasis on personal practice. Participants are encouraged to develop, revise or evaluate a component of their teaching.

### **Indicative Workload**

150 hours

### **Teaching Methods**

This unit is facilitated through online activity. An activities and inquiry based approach will be used.

### **Assessment**

1. Contextual Analysis, 2,250 words, 30%
2. Design Topic, 4,500 words, 60%
3. Annotated Bibliography, Min 750 words, 10%

### **Learning Outcomes**

1. Describe elements of effective curriculum design for a broad range of delivery modes;
2. Complete a situational/audience analysis to underpin curriculum design;
3. Develop topics of study, which include learning outcomes, teaching, learning, and assessment strategies suitable for diverse student cohorts and delivery modes;
4. Justify decisions made in planning a topic of study appropriate to your discipline context;
5. Reflect upon your approaches to student learning from a scholarly and evidence based approach to your practice;
6. Appraise and synthesise theories of curriculum and its design in a scholarly manner.

### **Core Readings**

There are no required texts for this unit but a list of useful resources will be provided.

Unit Title	<b>Assessment and Evaluation in Tertiary Education</b>
Unit Code	8190
University responsible	University of Canberra
Credit Points	150 hours equivalent
Status	Elective Unit
Semester	Two
Pre-requisites	University Teaching & Learning

### Unit Description

The critical role of assessment and evaluation in improving student learning underpins this unit. Participants will explore effective assessment and evaluation strategies against a framework informed by the literature, relevant institutional policy and reflection on participants' practice. Participants will be involved in assessment-based activities aligned directly with the unit learning outcomes and in the development of comprehensive plans to evaluate the effectiveness of teaching and unit design. There will be opportunities for participants to interact with colleagues from a range of disciplines and universities.

### Indicative Workload

150 hours.

### Teaching Methods

This unit is facilitated through online activities.

### Assessment

- |                                      |   |     |
|--------------------------------------|---|-----|
| 1. Assessment Design                 | - | 35% |
| 2. Assessment Practice Issues        | - | 35% |
| 3. Teaching and Unit Evaluation Plan | - | 30% |

### Learning Outcomes

At the end of the unit, students will be able to:

- Design and implement assessment for learning;
- Align disciplinary/workplace assessment practices with institutional policies; and
- Construct a teaching and learning evaluation plan.

### Core Readings

There are no required texts for this unit but a list of useful resources will be provided.

Unit Title	<b>Education Technology</b>
Unit Code	EDED 20485
University Responsible	University of Central Queensland
Credit Points	150 hours equivalent
Status	Elective Unit
Semester	Two
Pre-requisites	University Teaching & Learning

### **Unit Description**

This course introduces you to the incredible learning possibilities afforded by technologically mediated tools and media. You will explore contemporary learning approaches and analyse the usage of a wide range of educational technologies.

### **Indicative Workload**

150 hours

### **Teaching Methods**

The program designer realises that the participants come to this program and course with a wide variation in elearning experience. With this in mind, the courseware has been designed to support the rank beginner as well as challenge those who have had previous experience designing and implementing elearning.

Fear of technology is one of the most significant challenges we face as modern contemporary teachers, but this program is designed to support even the most inexperienced practitioner in ways that mentor and encourage.

Think of this course as a learning experience where you have the help, patience and support of a mentor who has had to learn about all of the technology from scratch. You will also have the support of your peers, some of whom may be very experienced indeed, and who can bring an enormous richness to your learning experience.

You are not alone, with your lecturer undertaking to respond to your questions within 24 hours of you posting them to the discussion forums.

### **Assessment**

The assessment in this course is in two, equally weighted parts that seeks to guide your learning by an exploration of contemporary elearning design and expose you to the phenomenal possibilities the utilisation of these can bring to student learning and your teaching efficiency.

### **Assessment Task 1 (50%)**

1. Establish your own Blog and journal your own learning journey of elearning tools listed.
2. Your postings must contain an analysis of each elearning tool according to the active learning and ICT learning design frameworks provided in the courseware.
3. Establish your own aggregator, share your Blog URL with your fellow course members (peers) and track their postings.

4. Place thoughtful comments on your peers' Blogs and respond to those placed on your Blog.
5. Post a reflective synopsis of the technologies you have investigated and the online conversations you have had with your lecturer and peers.

Indicate which technologies you would use and how you would use them to enhance student learning and make your teaching more efficient.

### **Assessment Task 2 (50%)**

1. Establish your own WIKI which will become your elearning professional portfolio for this Program.
2. Develop a menu/page structure as prescribed.
3. Share the URL of your WIKI with your peers and lecturer.
4. Post comments to your peers' WIKIs and respond to those posted on your WIKI.
5. If you have already developed elearning courseware, publish your examples in the appropriate sections of your WIKI.
6. Design, and implement (teach) using Oliver's ICT/elearning design model, at least one unit of work and publish the details and outcomes on your WIKI.
7. Ensure that your WIKI does not contravene Education department/school policy, parental/student consent details, or breach Australian copyright law.

### **Aims**

This unit aims to introduce you to the incredible learning possibilities afforded by technologically mediated tools and media. You will explore contemporary learning approaches and analyse the usage of a wide range of educational technologies.

### **Learning Outcomes**

- Explain how active learning approaches can be used and supported using Information Technology,
- Analyse Information Communication Technology (ICT) products and tools for use in educational learning environments,
- Explain contemporary learning design and its application to ICTs,
- Apply contemporary learning design involving the use of ICTs.

### **Core Readings**

A wide range of readings will be provided in the Learning Management System

Unit Title	<b>Action Project</b>
Unit Code	EDU4357
University Responsible	Edith Cowan University
Credit Points	150 hours equivalent
Status	Elective Unit
Semester	One
Pre-requisites	University Teaching & Learning

### Unit Description

This is a work-based unit in which tertiary educators undertake an action-learning project with the intention of improving some aspect of teaching, learning or assessment. Participants from diverse backgrounds and different teaching roles will identify a significant issue relevant to their context, and the strategic initiatives of their institutions or professional organizations. Participants will design and implement an action-learning project that engages positively with organisational priorities as well as contributing to their own professional learning and career aspirations. The focus will be on implementing practical solutions to authentic identified needs. Participants will have the opportunity to investigate and evaluate the theory and practice of *action learning* and *mentoring* in the conduct of their own projects; and to reflect on the potential value of these approaches as effective learning strategies for teachers, students and organizations.

### Indicative Workload

150 hours

### Teaching Methods

- Project-based workplace learning
- Independent study
- Collaborative learning (face to face and/or online)
- Individual and small group tutorials (face to face and/or online)

The unit will begin with collaborative learning sessions in which participants examine key ideas and processes associated with conducting an action learning project, and working effectively with mentors. Workshops and online interactions will be used to establish collaborative networks with others who are taking the unit and planning such projects. Much of the project will be conducted on a self-directed basis, supported by relevant communities and networks within the workplace. As the learning is embedded in authentic workplace projects, high levels of collaboration with workplace groups will be encouraged.

### Assessment

The unit will be assessed on a Pass/Fail basis, and will require the completion of an agreed action learning project and the submission of an appropriate report. This will normally be presented in a form suitable for sharing with a wider audience, such as a workplace report, conference presentation or publishable paper.

### Aims

Participants will investigate action learning and mentoring as a way of supporting their own project development, and of evaluating these approaches as potentially useful learning strategies in their own teaching contexts. The particular content or subject matter relevant to individual projects will vary. Participants will use appropriate ideas they have studied in other units in this course and which they have encountered in their professional activities to inform the particular projects they undertake.

### **Learning Outcomes**

On completion of this unit, participants will:

- Be able to describe, analyse and evaluate the theory and practice of *action learning* and *mentoring*, as approaches that can contribute to tertiary student learning and professional learning;
- Demonstrate their capacity to identify, design, implement and evaluate a program of improvement in a significant teaching, learning or assessment matter associated with their own teaching context and with the strategic initiatives of their institution/organization.
- Demonstrate enhanced knowledge and skills: these will be self-determined but clearly aligned to professional and institutional goals, required course outcomes, and personal career aspirations for improvement in teaching and learning.

### **Core Readings**

There are no required texts for this unit but a list of useful resources will be provided.

All participants will engage in research about action learning and about mentoring, however, individual action learning projects will draw on quite different literatures depending upon their focus. There is a huge literature available to support learning, and following references are indicative, intended to serve as useful starting points. The list includes contemporary publications as well as some seminal works that are over 10 years old, but still make for interesting reading.

Unit Title	<b>Promotion and Professional Practice</b>
Unit Code	EDGCT5006
University Responsible	University of Ballarat
Credit Points	6
Status	Elective Unit
Semester	One
Pre-requisites	None

### **Unit Description**

Leadership in teaching and learning is an activity that may be undertaken at any level, and is hence inclusive of activities such as the coordination of a single unit or initiative, the convening of a major or sequence of study, chairing of teaching and learning committees and working parties, and high-level structural roles within the institution. At each level the development of a *strategic perspective* is necessary for effective and evidence-based action and implementation of required teaching and learning aims. This unit offers a flexible introduction to the strategic perspective, and engages participants in an action learning process of strategic analysis towards the development of a strategic teaching and learning initiative within their own setting.

### Indicative Workload

150 hours

### Teaching Methods

During this unit students will participate in three primary methods of teaching and learning activity:

1. **Online Seminars** Vodcasts that introduce core threshold concepts in this unit, that connect to directly to self-paced learning materials and semi-structured activities; and scheduled real-time forums (using Skype or Dyknow etc);
2. **Interactive Virtual Masterclasses** – invited guest lecturers will join students in a virtual community of practice (vCoP) using videoconferencing technology and Dyknow tools; masterclasses will be framed around key themes in teaching and learning leadership;
3. **Self-Paced Learning Activities (Learning Guide)** – designed in complement with the online seminars; to extend student engagement in threshold concepts and their application/relevance to specific teaching and learning contexts;

### Assessment

#### Item 1 - A strategic profile (6000 words)

Completion of set of six activities within the Learning Guide – peer-reviewed and assessed cumulatively over the semester; that together comprise a situated account of the strategic perspective for individual students and their context.

#### Item 2 - A strategic teaching and learning proposal and philosophy (approx 6000 words)

Part A: A written proposal for a strategic teaching and learning initiative that incorporates key elements of the strategic perspective; students will be encouraged to use the format of competitive teaching and learning grant schemes (such as those offered by the Carrick Institute for Learning and Teaching or by local institutions);

Part B: A reflective and scholarly commentary on the leadership philosophy and approach that underpins the design of the written proposal, incorporating elements of the localized strategic perspective developed in previous assessment.

### Aims

- develop understandings of various pathways as an educator in tertiary education, their applications in personal development as a professional in tertiary education

- consider conceptualisations in teaching and learning in tertiary education
- explore the possibilities of e-learning in teaching and learning in tertiary education
- engage professional and cultural dimensions of teaching in tertiary education
- develop a wide range of learning and change management strategies appropriate to varying learner needs in tertiary education
- apply a range of teaching and learning strategies effectively and with confidence as an educator in tertiary education
- program and plan effectively within key learning areas of teaching and learning programs in tertiary education
- critique the effectiveness of various approaches to teaching and learning according to aspects of context such as learner needs
- incorporate reflection on own practice and effectiveness as integral to becoming a teacher –researcher in tertiary education
- develop understandings of ethical and legal issues in research as well as teaching and learning in tertiary education

### Learning Outcomes

1. Exploration and critically evaluation of different approaches to teaching and learning in tertiary education, such as individual and group learning, metacognition, constructivism, scaffolding, reflective engagement with learning;
2. Working within tertiary institutions as formalised learning institutions;
3. critical evaluation of current tertiary education policy frameworks and recent developments with regard to tertiary education in Australia and the impact of policy on the shaping of tertiary educators and learners within tertiary institutions;
4. Linking of professional theory and practice;
5. Ethical and reflexive engagement with professional practice;
6. Engagement of concepts of learning within an academic community

### Core Readings

- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the Professoriate*. New Jersey: The Carnegie Foundation for the Advancement of Teaching.
- Dearing, R. (1997). *The National Committee Enquiry into Higher Education: The Dearing Report* (Report). London: NCIHE Publications. <http://www.leeds.ac.uk/educol/ncihe/>
- Eidson Brown, C., Brown, J. M., & Littleton, R. A. (2002). A lab without walls: A team approach to creating community. In W. M. McDonald and Associates (Ed.), *Creating campus community* (pp. 93-119). San Francisco: Jossey Bass.
- Issroff, K., & Hazemi, R. (1998). Using the WWW for teaching and learning: Raising awareness within University College London. In R. Hazemi, S. Hailes & S. Wilbur (Eds.), *The digital univeristy: Reinventing the academy* (pp. 85-97). London and other places: Springer.
- Lave, J., & Wenger, E. (1994). *Situated learning: Legitimate Peripheral Participation*. New York: Cambridge University Press.
- Lusted, D. (1986). Why pedagogy? *Screen*, 27(5) 2-14
- Mayer, E. (1992.). *Key competencies: Report of the Committee to advise the Australian Education Council and Ministers of Vocational Education, Employment and Training on employment-related key competencies for postcompulsory education and training*. Melbourne: Australian Education Council
- Newman, J. H. (1982). *The idea of a university*. Indiana: University of Notre Dame Press.

- Ramsden, P. (2003). *Learning to teach in higher education* (2<sup>nd</sup> ed.). London and New York: Routledge Falmer.
- Stenhouse, L. (1985a). How research can contribute to the improvement of teaching. In J. Rudduck & D. Hopkins (Eds.), *Research as a basis for teaching: Readings from the work of Lawrence Stenhouse* (pp. 49-51). London: Heinemann.
- Stenhouse, L. (1985b). The illuminative research tradition. In J. Rudduck & D. Hopkins (Eds.), *Research as a basis for teaching: Readings from the work of Lawrence Stenhouse* (pp. 31-32). London: Heinemann.
- Stenhouse, L. (1985c). What counts as a research. In J. Rudduck & D. Hopkins (Eds.), *Research as a basis for teaching: Readings from the work of Lawrence Stenhouse* (pp. 8-19). London: Heinemann.

## **Appendix III**

### ***Example of the Collaborative Teaching Agreement***



## **COLLABORATIVE TEACHING AGREEMENT**

### **Introduction**

UNE, the Collaborator and Other University Collaborators offer professional development programmes for their academic staff as students.

UNE has been successful in applying for a grant from the Australian Learning and Teaching Council (formerly the Carrick Institute) with the support of the Collaborator and Other University Collaborators to advance the professional development of their academic staff as students through the establishment, development and cross-institutional delivery of the collaborative Programme.

UNE will enter Agreements with the Collaborator and Other University Collaborators to assist UNE with the establishment, development and cross-institutional delivery of the collaborative Programme.

UNE and the Collaborator listed in the Details to this Agreement below agree to enter this Agreement during the Term in accordance with the following provisions.

### **Purpose of this Agreement**

The purpose of this Agreement is to provide a consistent process to deliver a quality programme of academic staff development across all of the Parties to this Agreement, and to clarify the roles and responsibilities of each Party.

**Parties to this Agreement**

<b>DETAILS</b>		
<b>UNE</b>	Name	University of New England
	ABN	75 792 454 315
	Address	Armidale NSW 2351 Australia
	Contact Person	Prof Belinda Tynan, Academic Director, Faculty of The Professions
	Telephone/Fax	(02) 6773 3196/3269
	E-mail	belinda.tynan@une.edu.au
<b>Collaborator</b>	Name	
	ABN	
	Address	
	Contact Person	
	Telephone/Fax	
	E-mail	

**Programme**

Graduate Certificate in Tertiary Education

**Units**

The Graduate Certificate in Tertiary Education comprises the Core Unit (*Tertiary Teaching and Learning*), One compulsory Elective Unit from the Student's home institution and two Elective Units which can be chosen from the pool as listed below:

<i>Elective Unit</i>	<i>Institution Offering</i>	Commences Programme	Semester Elective Unit Offered
Curriculum Design for Tertiary Contexts	University of New England	Semester 2, 2009	Semester 2
Assessment and Evaluation in Tertiary Education	University of Canberra	Semester 1, 2009	Semester 2
Education Technology	Central Queensland University	Semester 1, 2009	Semester 1
Action Learning Project	Edith Cowan University	Semester 2, 2009	Semester 1
Promotion and Professional Practice	University of Ballarat	Semester 1, 2010	Semester 1

## 1. DEFINITIONS

**Advanced Standing / Recognised Prior Learning** means the recognition by each Party of the successful completion of a Unit by a Student who has completed a Unit in the Graduate Certificate or this Programme equivalent to 150 hours work.

**Advertising, Promotion, Marketing** means any information about a Party in written or electronic format including information originating from any education agent, agent or representative in relation to this Programme.

**Agreement** means this Agreement and includes the Schedule and Joint Procedures Manual.

**Award** means the postgraduate award in the Programme to its Students who successfully complete the Programme.

**Commencement Date** means Semester 1 2009.

**Confidential Information** includes trade secrets, financial information and other commercially valuable information of whatever description in whatever form and includes the interpretation, analysis and application of general information in the public domain and documents and information marked as confidential.

**Core Units** mean the core unit, *Tertiary Teaching and Learning*, offered by each Party.

**Curriculum** means the structure of Core Units and Elective Units offered by the Parties for the purposes of Programme.

**Details** mean the particulars included on pages 2 and 3 of this Agreement.

**Development Fee** means the fee set out in Schedule Item 1 that UNE will pay to the Collaborator to assist with the development of the Programme.

**Elective Units** mean the elective units offered by each Party as set out in the table above as amended in the Joint Procedures Manual.

**Intellectual Property** or **IP** means any copyright including copyright in the Curriculum and Teaching Materials in relation to the Units, registered and unregistered trademarks, rights in relation to any of the foregoing, rights in relation to any circuit layout and all other rights resulting from intellectual activity in the industrial, scientific, literary or artistic fields.

**Joint Procedures Manual or JPM** means the manual setting out matters such as:

- a) Principal Programme Coordinator;
- b) Programme Coordinator from each Party;
- c) Details of Units and Fees;
- d) Support services;
- e) Staff capability and qualifications, education resources and facilities;
- f) Admission procedures;

g) Moderation process;

h) Agreed solutions to issues;

as agreed, maintained, revised and exchanged between the Parties on an ad hoc basis when any changes are made.

**Other University Collaborators** mean other universities who enter Collaborative Teaching Agreement with UNE on the same terms as this Agreement to develop and teach the Programme.

**Parties** mean the parties to this Agreement as set out in the Details.

**Personal Information** means information or an opinion, including information or an opinion forming part of a database and whether or not recorded in material form, about a person whose identity is apparent, or can reasonably be ascertained from the information or opinion.

**Programme** means the collaborative programme for the Graduate Certificate in Tertiary Education to be delivered by the Parties under this Agreement

**Principal Programme Coordinator** means the principal coordinator appointed by the Programme Coordinators to chair the Programme Review Committee and to ensure that agreed changes are made to the JPM.

**Programme Coordinators** mean the coordinators appointed by each Party to participate on the Programme Review Committee.

**Programme Review Committee (PRC)** means the committee referred to in clause 3.2.2.

**Schedule** means a schedule to this Agreement.

**Semesters** means the semesters approved by each Party and set out in the JPM.

**Student** means a person enrolled in the Programme at their home institution or cross-institutionally with the Collaborator or Other University Collaborators.

**Student Fee** means the fee payable by Students in respect of the Units.

**Teaching Materials** means a single set of materials created for online delivery and updated by a Party for the purposes of teaching a Unit to Students whether in hard copy or in electronic form or both.

**Term** means six years from the Commencement Date.

**Units** mean the Core Units and Elective Units comprising the Programme.

## **2. TERM**

2.1 Subject to clause 13, this Agreement commences on the Commencement Date and continues for the Term.

2.2 Where the Parties agree to extend this Agreement by a further Term all other provisions of this Agreement remain unchanged unless varied under clause 16.2.

## **3. OBJECTIVES AND PROGRAMME REVIEW COMMITTEE**

3.1 The objectives of the Parties are:

3.1.1 to establish, develop and deliver cross-institutionally a national, high quality Programme;

3.1.2 to advance the professional development of academic staff;

- 3.1.3 to improve the quality of teaching and learning in higher education institutions;
  - 3.1.4 to obtain efficiencies of delivery and core curriculum;
  - 3.1.5 to capitalise on the strengths and experiences of the Parties;
  - 3.1.6 to enable participating academic staff through the Programme to connect with each other and to share experiences of effective practices and understanding of higher education contexts.
- 3.2 In order to carry out the objectives listed in clause 3.1, each Party must:
- 3.2.1 use its reasonable endeavours to ensure that the Programme operates successfully;
  - 3.2.2 cooperate in the establishment of and participate in a Programme Review Committee under clause 5.2.

#### **4. DELIVERY OF THE PROGRAMME**

- 4.1 The Programme comprises **four** Units made up of a minimum of **one** Core Unit from each Party in its capacity as a home institution and three Elective Units from UNE, the Collaborator and Other University Collaborators, which may consist of **one Elective Unit** from the home institution and **two Elective Units** from the Collaborator or Other University Collaborators, for which the home institution will grant the Student Advanced Standing.
- 4.2 During the Term each Party will develop and deliver:
- 4.2.1 A Core Unit that is core to its Students;
  - 4.2.2 An Elective Unit that will be a compulsory Elective Unit for its own Students, but may also be an Elective Unit for Students of the Other University Collaborators who enrol cross-institutionally.
- 4.3 The Parties may deliver their Core Units face-to-face by the internal mode or online.
- 4.4 The Parties must deliver Elective Units on-line.
- 4.5 The Parties must offer the Units in alternate Semesters to achieve the objectives listed in clause 3.1.
- 4.6 The home institution will be responsible for conferring an Award on its Students who successfully complete the Programme.

#### **5. ACADEMIC QUALITY ASSURANCE**

- 5.1 As all universities are subject to quality audits by the Australian Universities Quality Agency (AUQA) the Parties acknowledge and agree that:
- 5.11 quality assurance in the development and delivery of professional development programmes is a high priority for all of the Parties;
  - 5.12 it is important to ensure that the methods, techniques and processes for quality assurance are comprehensively and transparently documented.
- 5.2 To achieve the quality assurance requirements set out in clause 5.1:
- 5.2.1 the Programme Review Committee (PRC) established under clause 3.2.2 will comprise the Programme Coordinators from each of the Parties to ensure that

- the Programme and Units are quality assured by setting up a system for measuring the assessment, moderation and delivery of the Programme;
- 5.2.2 the PRC will jointly maintain and update the Joint Procedures Manual setting out the principles and procedures in relation to academic quality assurance management and risk management and for the continuous improvement of the Programme;
  - 5.2.3 the PRC will meet annually or as agreed by the Programme Coordinators;
  - 5.2.4 the Principal Programme Coordinator will chair the PRC and ensure that agreed changes are made to the JPM.
- 5.3 Each Party's policies, rules, regulations, practices and procedures apply in respect of Students enrolled in the Units offered by that Party as the host institution in respect of the following:
- 5.3.1 in delivery of a Unit offered by that Party;
  - 5.3.2 to extensions and late penalties for submission of assignments in a Unit offered by that Party;
  - 5.3.3 to all matters relating to Students enrolled in a Unit including student discipline (including plagiarism), grievance, student progress through the Programme, student eligibility for admission, student administration, entitlement to Awards and conferring of Awards.
- 5.4 To ensure the quality of each Core Unit offered, a moderation process will take place each Semester the Core Unit is offered. Each Student of the Core Unit will complete one assignment, worth 20% of the unit assessment, which will be identical across each of the Core Units offered by the Parties. Moderation will occur through this assignment being assessed by the Programme Coordinator of a different University Collaborator to ensure consistency and excellence in the moderation process across all of the separate Core Units in the Programme.
- 5.5 All teaching staff from each Party must hold appropriate qualifications as set out in the JPM.

## **6. ENROLMENT**

- 6.1 Students undertaking the Core Units will be enrolled as Students of their home institution.
- 6.2 Students undertaking Elective Units will be enrolled cross-institutionally with UNE, the Collaborator or Other University Collaborators with the written approval of their home institution.
- 6.3 The Parties acknowledge and agree that it is mandatory for Students to undertake up to 50 percent of Units at their home institution.
- 6.4 All cross-institutional enrolments must be undertaken through each of the Parties enrolment systems to enrol Students in Units in the Programme as follows:
  - 6.4.1 the Student completes a cross institutional application form from the institution offering the Unit;

- 6.4.2 the 'Student Centre' automatically supplies a letter of permission to the Student applying for enrolment in the Unit in accordance with the degree rules for the home institution;
- 6.4.3 a note is added to the Student's academic record specifying 'permission given for enrolment in (the name and unit number of the Unit that the student is enrolling in)';
- 6.4.4 the Student applies for admission to a University Collaborator offering the Unit and provides their home institution's permission letter, and is admitted and enrolled at the partner institution offering the Unit which they have chosen to study;
- 6.4.5 the Student provides an academic record to their home institution after the Unit has been successfully completed;
- 6.4.6 the Unit successfully completed at a University Collaborator is added to the Student's academic record at their home institution as Advanced Standing.

## 6.5 **Minimum Qualification Requirement**

To be eligible for entry into the Programme a prospective Student must demonstrate the capacity to undertake the Programme by meeting at least one of the following entrance criteria:

- 6.5.1 Completion of any Australian or equivalent Bachelor degree; or
- 6.5.2 Professional experience in a tertiary or higher education industry; or
- 6.5.3 Professional experience in the facilitation of the learning of others for example Nurse Educators, Defence Force instructors, Ambulance, Human Resource Specialists, VET Professionals and public and private training providers.

## 7. **FEE**

### **Student Fee**

- 7.1 The Parties will charge Students the Student Fee for Units offered by them as set out in the Joint Procedures Manual.
- 7.2 The Student Fee may only be varied with the written agreement of all of the Parties and recorded in the Joint Procedures Manual.
- 7.3 The Student is responsible for meeting the cost of Teaching Materials for Units including but not limited to books, readings and, papers.
- 7.4 The Student is responsible for meeting the cost of the purchase and insurance of computers and computer software programs necessary to complete the Programme.

### **Development Fee**

- 7.5 UNE will pay the Collaborator the Development Fee in accordance with Schedule Item 1.

## 8. **ADVERTISING, PROMOTION, MARKETING AND USE OF NAME**

- 8.1 The Parties will cooperate in the design of any information or material relating to Advertising, Promotion and Marketing of the Programme.

### **Use of Name**

**8.2 A Party:**

- 8.2.1 may only, with the prior written consent of the other Parties, use the name or any trademark, logo, business or company name of the other Parties (whether with or without graphic or photographic or other visual material) for the Advertising, Promotion and recruitment of prospective Students into Units or the Programme;
- 8.2.2 must not apply for or register any trademark, business or company name containing the name of another Party or Parties.

**9. INTELLECTUAL PROPERTY RIGHTS AND REPORTING**

- 9.1 This Agreement does not transfer to a Party any IPR of another Party.
- 9.2 All IPR owned, used, or created by a Party in connection with the Teaching Materials for its Unit vests or is vested solely in that Party and will remain the property of that Party.
- 9.3 The Parties and Other University Collaborators will own the Curriculum as joint tenants.
- 9.4 The rights under this clause will survive termination of this Agreement.
- 9.5 Ownership of Intellectual Property Rights in all reports prepared and provided by UNE to the Australian Learning and Teaching Council (formerly known as the Carrick Institute) vests in UNE upon creation to enable UNE to assign ownership of Intellectual Property Rights in any reports to the Australian Learning and Teaching Council.
- 9.6 At UNE's request, the Collaborator will provide any necessary information to UNE to enable it to provide reports to the Australian Learning and Teaching Council and the Collaborator grants UNE and the Australian Learning and Teaching Council a permanent, irrevocable, royalty-free, non-exclusive licence to use, copy, reproduce and adapt any information incorporated in, supplied with, or as part of, or required to be supplied with, or as part of the reports, and to sub-licence any of these rights, for UNE and the Australian Learning and Teaching Council's purposes.

**10. CONFIDENTIAL INFORMATION**

Subject to clause 8, each Party must keep confidential the Confidential Information of the other, except where disclosure is permitted under law, and take whatever measures are reasonable to preserve such confidentiality.

**11. PRIVACY AND PERSONAL INFORMATION**

- 11.1 The Parties acknowledge that each Party is subject to:
- 11.1.1 the *Privacy and Personal Information Act 1998* (NSW) and must comply with the Information Protection Principles established by that Act and adopted by UNE in its Privacy Management Plan; and
- 11.1.2 the *Privacy Act 1988* (Cth) and must comply with the National Privacy Principles established by that Act.
- 11.2 The Parties agree:
- 11.2.1 to collect, process, use, disclose and otherwise manage Personal Information only for the purposes of fulfilling their obligations under this Agreement;

11.2.2 to ensure that the Personal Information is relevant to the purpose for which it is collected;

11.2.3 to take all reasonable measures to ensure Personal Information in its possession or control in connection with this Agreement is protected by taking such security safeguards as are reasonable in the circumstances against loss, unauthorised access, use, modification or disclosure and against all other misuse;

11.2.4 to inform employees of this provision and require them to comply with the obligations set out in this clause.

11.3 This clause 11 survives the expiration or earlier termination of this Agreement.

## **12. INSURANCE**

Each Party must:

12.1 take out all necessary statutory workers' compensation insurance and comply with all statutory workers' compensation requirements;

12.2 take out and maintain an enforceable public liability insurance policy up to at least \$10 million;

12.3 take out and maintain professional indemnity insurance of \$10 million minimum;

12.4 on request by any other Party provide the requesting Party, within 48 hours after the request with evidence of the insurance cover.

## **13. DISPUTE RESOLUTION, WITHDRAWAL AND TERMINATION**

### **Dispute resolution**

13.1 The Parties must, within 60 days and in good faith, try to resolve any dispute that arises out of or in connection with this Agreement prior to starting any legal proceedings.

13.2 Subject to clause 13.5, if any dispute arises between the Parties in relation to the effect of this Agreement and that dispute is not mutually resolved within 60 days, the Parties may appoint a person who is independent of the Parties to resolve the dispute, failing which the dispute may be referred to arbitration in accordance with the laws relating to arbitration in force in the State or Territory of the Party who initiated the dispute. At such arbitration each of the Parties may be represented by a duly qualified legal practitioner. The costs of the arbitration shall be dealt with as follows:

(a) the costs of each of the Parties shall be borne by the party that incurred them and not by any other Party; and

(b) the fees and expenses of the arbitrator and any costs of the arbitration shall be borne equally by the Parties.

### **Withdrawal**

13.4 Subject to clauses 13.1, 13.2 and 13.5, a Party may withdraw from this Agreement at any time by giving the other Parties 12 months prior written notice or by mutual agreement.

### **Withdrawal due to breach**

13.5 The Parties may require a Party to withdraw from this Agreement by notice in writing if that Party:

13.5.1 is in substantial default or breach of any covenant, agreement or stipulation contained in this Agreement and does not remedy the default or breach within 30 days of receipt of written notice specifying the nature of the default or breach; or

13.5.2 becomes insolvent or is placed in liquidation or voluntary administration.

### **Termination**

13.6 This Agreement may be terminated by written agreement, giving 12 months notice, or by mutual agreement of the Parties.

### **After withdrawal or termination**

13.7 When a Party withdraws or this Agreement terminates:

13.7.1 the Party must complete any Unit commenced so as to honour its commitments to Students in the Programme; and

13.7.3 there will be no further Advertising, Promotion, Marketing or new activity in respect of that Party's Units or if this Agreement terminates in respect of all Parties then in respect of the Programme;

13.7.3 the Party or Parties must cease to use each other's IPR.

13.8 When more than 2 Parties withdraw or this Agreement terminates in respect of more than 2 parties:

13.8.1 all Parties must complete any Units commenced so as to honour their commitments to Students in the Programme;

13.8.2 there will be no further Advertising, Promotion, Marketing or new activity in respect of the Programme;

13.8.3 the Party or Parties must cease to use each other's IPR;

13.8.4 subject to clauses 13.8.1, 13.8.2 and 13.8.3 this Agreement shall end.

### **Effect of withdrawal or termination**

13.9 The withdrawal of a Party or termination of this Agreement does not affect any accrued rights or remedies under this Agreement.

## **14. NEGATION OF LEGAL RELATIONSHIP OF EMPLOYMENT, PARTNERSHIP AND AGENCY**

14.1 A Party must not, by virtue of this Agreement, be or for any purpose be deemed to be employees, partners or agents of the other Parties.

14.2 A Party must not represent itself and must ensure that its employees, partners, agents or subcontractors do not represent themselves as being the employees, partners or agents of the other Parties.

## **15. ASSIGNMENT**

A Party may assign any benefit of, or any of its rights under, this Agreement with the other Parties prior written consent, which must not be unreasonably withheld.

## **16. OTHER LEGAL MATTERS**

### **16.1 Entire Agreement**

16.1.1 This Agreement embodies the entire understanding and agreement between the Parties.

16.1.2 All previous agreements, negotiations, understandings, representations, warranties, memoranda, promises or undertakings not expressly set out in this Agreement will have no force or effect.

## **16.2 Variation**

This Agreement may be amended, supplemented or varied to include new Parties by the addition of Schedules or in writing signed by the Parties.

## **16.3 Severability**

If all or any part of any clause of this Agreement is illegal or unenforceable, it will be severed from this Agreement and will not affect the continued operation of the remaining provisions.

## **16.4 Waiver**

The failure of a Party at any time to insist on performance of any obligation of a Party or other Parties under this Agreement is not a waiver of its right:

16.4.1 to insist on performance of, or claim damages for breach of, that obligation unless that Party acknowledges in writing that such failure is a waiver; or (don'

16.4.2 at any other time to insist on performance of that or any other obligation under this Agreement.

## **16.5 Inconsistency**

If there is any inconsistency between this Agreement and the Schedule then the order of precedence is:

16.5.1 this Agreement;

16.5.2 the Schedules, if any; and

16.5.3 the JPM.

## **16.6 Costs**

Each Party must pay its own legal costs associated with preparing and finalising this Agreement.

## **16.7 Counterparts**

This Agreement may consist of a number of counterparts and if so the counterparts taken together constitute one and the same instrument.

## **17. NOTICES**

Any notice served by one Party on the other will be sufficiently served if sent by prepaid registered airmail post and is deemed to have been received on the 5th business day following the day of posting or by facsimile to the office of the Contact Person of the Party as set out in the Details.

## **18. GOVERNING LAW**

The laws in force in New South Wales govern this Agreement. Each Party submits to the non-exclusive jurisdiction of courts exercising jurisdiction in that State including any courts of appeal.

**EXECUTED AS AN AGREEMENT**

Signed for and on behalf of  
**University of New England**

\_\_\_\_\_  
Name:  
Title:  
Date:

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Name of Witness (BLOCK LETTERS)

Signed for and on behalf of

\_\_\_\_\_  
Name:  
Title:  
Date:

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Name of Witness (BLOCK LETTERS)