

## UTS Academic Standards: Develop Coursework Graduates

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

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	Standards takes effect	03/12/2010
	Standards due for review (up to five years)	12/2015
	Standards amendment approved	11/12/2014
	Standards amendment takes effect	11/02/2015
Approved by	Academic Board Executive Action of 03/12/2010 noted by Academic Board at meeting 11/1, 16 March 2011 Resolution number AB11/02.2	
	Latest amendment: Director, Governance Support Unit (see change history for details)	
Implementation Officer	Provost	
Relevant to	All staff and/or all students	
Related documents	<a href="#">UTS Academic Standards Framework</a> <a href="#">UTS Academic Standards: Develop Higher Degree Research Graduates</a> <a href="#">UTS Academic Standard: Research</a>	
Legislation		
File number	UR11/206	
Superseded documents	None	

### Contents

1. Establish course need and viability
2. Design/redesign course
3. Attract and admit students
4. Deliver course elements/components
5. Progress students
6. Governance of academic standards
7. Version control and change history

## 1. Establish course need and viability

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

UTS ACADEMIC STANDARD	
<ul style="list-style-type: none"><li>• UTS courses are consistent with UTS's Purpose and contribute to the achievement of UTS's Vision.</li><li>• UTS courses reflect the current and future needs of industry and the professions.</li></ul>	
<b>Key Inputs</b>	<ul style="list-style-type: none"><li>• UTS Purpose and Vision</li><li>• UTS academic profile</li><li>• UTS Model of Learning</li><li>• Industry advice</li></ul>
<b>Key Processes</b>	<ul style="list-style-type: none"><li>• Initial Strategic Assessment</li><li>• Course planning</li><li>• Industry Advisory Committees</li><li>• Industry consultation</li></ul>
<b>Outputs / Outcomes</b>	<ul style="list-style-type: none"><li>• Graduate satisfaction</li><li>• Industry/professions' satisfaction</li></ul>
<b>Performance Indicators</b>	<ul style="list-style-type: none"><li>• Student demand</li><li>• Reputation with industry and the professions (UTS KPI)</li></ul>

## 2. Design/redesign course

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

UTS ACADEMIC STANDARD	
<ul style="list-style-type: none"><li>• UTS courses meet the requirements of the Australian Qualifications Framework and relevant professional accrediting bodies.</li><li>• UTS courses are monitored and amended as required to reflect standards of the discipline, industry and the professions.</li><li>• UTS courses enable students to develop graduate attributes from the personal, professional and intellectual domains within the context of the profession and discipline.</li></ul>	
<b>Key Inputs</b>	<ul style="list-style-type: none"><li>• <a href="#">Australian Qualifications Framework</a></li><li>• Professional accreditation requirements</li><li>• UTS staff discipline and pedagogical knowledge and skills</li><li>• Industry participation</li></ul>

	<ul style="list-style-type: none"> <li>• UTS course performance reporting</li> <li>• Course Experience Questionnaire</li> <li>• Student Satisfaction Survey</li> <li>• UTS Model of Learning</li> <li>• <a href="#">UTS Graduate Attributes Framework</a></li> <li>• <a href="#">UTS Curriculum Design Principles</a></li> <li>• Diversity Guidelines for Courses and Subjects</li> <li>• <a href="#">UTS Offshore Activities Policy</a></li> </ul>
<b>Key Processes</b>	<ul style="list-style-type: none"> <li>• Course accreditation/review</li> <li>• Subject approval</li> </ul>
<b>Outputs / Outcomes</b>	<ul style="list-style-type: none"> <li>• Courses and subjects</li> <li>• Knowledge and skills assessed against graduate attributes</li> <li>• All UTS courses meet the requirements of the Australian Qualifications Framework</li> <li>• All UTS courses support the UTS Model of Learning</li> <li>• Work relevance / work-ready students</li> <li>• Research integrated teaching and learning</li> </ul>
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• UTS accreditation</li> <li>• Professional accreditation</li> </ul>

### 3. Attract and admit students

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

<b>UTS ACADEMIC STANDARD</b>	
	<ul style="list-style-type: none"> <li>• UTS accepts students who demonstrate the capacity to be successful in their study.</li> <li>• UTS provides sufficient, accurate information to allow potential students to make informed education choices.</li> <li>• Potential UTS students are provided with a range of entry pathways recognising the diversity of educational and life experiences.</li> </ul>
<b>Key Inputs</b>	<ul style="list-style-type: none"> <li>• Students' prior learning</li> <li>• <a href="#">Admissions policy and standards</a></li> <li>• <a href="#">Credit recognition policy</a></li> </ul>
<b>Key Processes</b>	<ul style="list-style-type: none"> <li>• Admission</li> <li>• Enrolment</li> <li>• Credit recognition</li> </ul>

<b>Outputs / Outcomes</b>	<ul style="list-style-type: none"> <li>• Admitted student</li> <li>• Exemption/credit</li> <li>• Diverse student body</li> </ul>
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Admissions outcomes (eg student offers to acceptance rates, ATAR and other cut-offs)</li> <li>• Proportion of student first preferences (UTS KPI)</li> <li>• Retention</li> </ul>

#### 4. Deliver course elements/components

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

<b>UTS ACADEMIC STANDARD</b>	
<ul style="list-style-type: none"> <li>• UTS students have the opportunity to experience, through the UTS Model of Learning, research-inspired and integrated learning, and exposure to professional practice situated in a global workplace.</li> <li>• UTS students are provided with formative assessment in the course of learning.</li> <li>• UTS students have the opportunity to complement their learning with academic and personal support and development programs.</li> <li>• UTS students have the opportunity to engage with the University, community and industry throughout their study.</li> <li>• UTS staff have, and maintain, the necessary disciplinary and pedagogical expertise to effectively deliver UTS courses.</li> <li>• UTS students' learning is supported by resources, learning spaces, technologies and other facilities.</li> </ul>	
<b>Key Inputs</b>	<ul style="list-style-type: none"> <li>• UTS Model of Learning</li> <li>• Staff discipline and pedagogical knowledge and skills</li> <li>• Course/subject content</li> <li>• <a href="#">UTS Assessment of Coursework Subjects Policy</a></li> <li>• UTS academic and personal support and development programs for students</li> <li>• UTS facilities and resources</li> </ul>
<b>Key Processes</b>	<ul style="list-style-type: none"> <li>• Staff recruitment</li> <li>• Staff induction</li> <li>• Staff development</li> <li>• Subject preparation and delivery</li> <li>• Assessment</li> <li>• Student logistics</li> <li>• Campus and services design and delivery</li> </ul>

<b>Outputs / Outcomes</b>	<ul style="list-style-type: none"> <li>• Learning outcomes</li> <li>• Student satisfaction</li> </ul>
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Student success</li> <li>• Student satisfaction with learning environment (UTS KPI) and course</li> </ul>

## 5. Progress students

Determine the extent and timing of progress through each student's academic program.

<b>UTS ACADEMIC STANDARD</b>	
	<ul style="list-style-type: none"> <li>• Assessment at UTS is criterion-based, with methods of assessment that are appropriate to the course's graduate attributes and subject's learning outcomes.</li> <li>• Assessment feedback is provided to students in a timely manner.</li> <li>• Assessment at UTS is fair and equitable, and students are provided with avenues to provide feedback and resolve questions and issues.</li> <li>• UTS students are expected to maintain a high level of academic integrity.</li> </ul>
<b>Key Inputs</b>	<ul style="list-style-type: none"> <li>• <a href="#">UTS Assessment of Coursework Subjects Policy</a></li> <li>• <a href="#">Advice to Students on Good Academic Practice</a></li> <li>• <a href="#">UTS Preventing Plagiarism Kit</a></li> </ul>
<b>Key Processes</b>	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Feedback to students</li> <li>• Academic support</li> <li>• Student education on plagiarism — online and workshops</li> <li>• Academic Misconduct Procedures</li> </ul>
<b>Outputs / Outcomes</b>	<ul style="list-style-type: none"> <li>• Student retention</li> <li>• Student success</li> </ul>
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Student retention</li> <li>• Student success</li> <li>• Student satisfaction with subjects (UTS KPI) and course</li> <li>• Assessment report</li> <li>• Student misconduct</li> </ul>

## 6. Governance of academic standards

<b>UTS ACADEMIC STANDARD</b>
<ul style="list-style-type: none"> <li>• The quality of UTS academic standards is assured by UTS academic governance processes.</li> </ul>

<b>Key Inputs</b>	<ul style="list-style-type: none"> <li>• UTS Purpose and Vision</li> <li>• UTS Model of Learning</li> <li>• Council</li> <li>• Academic Board (and committees)</li> <li>• Faculty Boards (and committees)</li> <li>• Course Performance reports</li> <li>• Review and improvement cycles</li> <li>• Stakeholder feedback</li> <li>• Student participation in governance</li> </ul>
<b>Key Processes</b>	<ul style="list-style-type: none"> <li>• Course planning</li> <li>• Course accreditation</li> <li>• External accreditation</li> <li>• Course performance reporting</li> <li>• Feedback surveys</li> </ul>
<b>Outputs / Outcomes</b>	<ul style="list-style-type: none"> <li>• Quality assurance</li> <li>• Management of risk</li> <li>• Compliance</li> </ul>
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Compliance with internal course and subject performance review processes</li> <li>• Compliance with internal course accreditation processes</li> <li>• Compliance with external accreditation processes</li> <li>• Compliance with internal processes for stakeholder feedback and student participation</li> </ul>

## 7. Version control and change history

Effective date	Version	Approved by, resolution no. (date)	Amendment
03/12/2010	1	Academic Board Executive Action of 03/12/2010 noted by Academic Board at meeting 11/1, 16 March 2011 Resolution number AB11/02.2	
11/02/2015	1.1	Director, Governance Support Unit (GSU) (11/12/2014)	Changes (approved under Delegation 3.17) to implement 2014 Senior Executive restructure.