



# COURSE PLAN 2007-2011



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## INTRODUCTION AND BACKGROUND

*The Course Plan 2007-2011 is CSU's first formal course plan. Notwithstanding this, course planning has been central to CSU's planning processes and the development of the University since its inception.*

The need for a Course Plan has arisen for several reasons:

- the need to align course planning with the key objectives of the *University Strategy 2007-2011*;
- the need to provide improved advice to Divisions about course development;
- the need to make long term resource allocations especially with regard to infrastructure which supports high quality course offerings.

*The Course Plan 2007-2011* draws on the results of the management of the course profile under the *University Strategy 2002-2007*. These include:

- the u/g course profile review (2002);
- the p/g course profile review (2004);
- the review of honours programs (2004);
- annual reviews of attrition;
- the discipline consolidation process which commenced in 2005 and will continue under *the Course Plan 2007-2011*;
- major reviews of offerings through partnerships and of CSU's International Strategy.

The introduction in 2005/6 of a Course Availability List (CAL) listing courses by year, mode and location of offering will support the implementation of *the Course Plan 2007-2011*.

*The Course Plan 2007-2011* is designed principally to support Key Objective 1 of CSU's *University Strategy 2007-2011*.

*The Course Plan 2007-2011* is also linked to the other Key Objectives because of:

- the importance for courses of a discipline profile which is strong in research as well as teaching and professional links (Key Objective 2);
- the importance of distance and flexible delivery for access to CSU's courses (Key Objective 3);
- the need for workforce planning and staff development to strengthen the disciplines on which the course profile is based (Key Objective 4).

Major contextual factors which have shaped both the course related objectives of the *University Strategy 2007-2011* and the *Course Plan 2007-2011* include:

- increased competition for well qualified students from university and other HE providers, and the increasing importance of perceptions of quality in student choice;
- the need to ensure equivalence in quality for students regardless of location or mode of study;
- pressures for improved national benchmarking of course outcomes.

Please note:

- (1) 'University level initiative' refers to actions at University level which support the Key Course Profile Objective. Faculty and Divisional actions will be set out in Operational Plans. Not all strategies are supported by specific University level initiatives. Their implementation will rely on Faculty and Divisional actions.
- (2) 'Strategic Resources' refers to resources provided to support strategies and initiatives which are in addition to the annual operating budget for Faculties and Divisions. Not all strategies and initiatives are provided with strategic resources. Support for these is expected to be provided from within operating budgets.
- (3) 'Flexible learning': a formal CSU definition of flexible learning has not yet been adopted. When used in CSU planning documents it refers to learning and teaching which is characterised by flexibility in access; the availability to students of a variety of learning support from which they may choose what best meets their needs; and, the availability to staff of a variety of teaching support which they may deploy to best meet the needs of their students.



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## KEY COURSE PROFILE OBJECTIVES 2007-2011

### OBJECTIVE ONE

Enhance the quality and scope of CSU's profile of professional courses

- 1.1 enhance the quality of courses, including through links with research, depth of staffing, support facilities
- 1.2 enhance the quality of courses through consolidation of the profile of disciplines and fields of study in order to improve depth of staffing and resources
- 1.3 seek opportunities to extend CSU's profile of professional courses, including dentistry and town and regional planning
- 1.4 respond where appropriate to emerging need and demand for graduate entry programs and for flexible offering
- 1.5 increase the number of collaborations with international universities in course provision

### University level initiatives to support this objective

- 1.1 academic staff:student ratio initiatives and the discipline profile review (ongoing)
- 1.2 support for research development across the discipline profile (ongoing)
- 1.3 enhancement of laboratory, clinical and scenario facilities (ongoing)
- 1.4 dentistry review (2007)
- 1.5 introduction of DE modes of existing internal courses where appropriate (ongoing)

### Outcomes

- (1) University Performance Outcomes  
This objective should contribute towards meeting University Performance Outcomes related to course demand and to the SEQ and Learning & Teaching Performance Fund criteria
- (2) Specific Outcomes
  - increase in the number of u/g courses which meet Academic Senate's criteria of national and international standing
  - introduction of new professional courses, especially in health

- increase in range of DE offerings
- increase in the number of international collaborative courses

### OBJECTIVE TWO

Strengthen alignment of course characteristics with the *University Strategy 2007-2011*

- 2.1 strengthen internationalisation of curriculum
- 2.2 enhance the clinical/practicum elements in courses
- 2.3 strengthen the teaching of ethics
- 2.4 undertake national benchmarking of discipline assessment standards
- 2.5 strengthen preparation for citizenship, including cultural competence

### University level initiatives to support this initiative

- 2.1 Institute for Clinical and Practicum Learning (2007)
- 2.2 CELT coordination of national benchmarking exercises (2007/8)
- 2.3 support for student exchange including virtual exchange and sessions abroad (ongoing)
- 2.4 Academic Senate to determine minimum course requirements for preparation for citizenship
- 2.5 internationalisation of curriculum; and teaching of ethics (2007/8)

### Outcomes

- (1) University Performance Outcomes  
This objective should contribute towards meeting University Performance Outcomes related to course demand and to the SEQ and Learning & Teaching Performance Fund criteria.
- (2) Specific Outcomes
  - increase in number of students including study abroad in their programs
  - completion of national benchmarking of assessment standards
  - national recognition for internationalisation of curriculum; teaching of ethics; and preparation for citizenship
  - national recognition for clinical and practicum learning and teaching at CSU



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## OBJECTIVE THREE

Improve demand from well qualified students

- 3.1 strengthen articulation pathways, including with TAFE, industry and private HE providers
- 3.2 use scholarships policy to target strong students for strategically important, hard to fill fields
- 3.3 increase on campus international enrolments through articulation;
- 3.4 expand international collaborative programs and offshore programs, including Ontario
- 3.5 extend the availability of courses in DE and flexible modes

### University level initiatives to support this objective

- 3.1 strengthen promotion of articulation on CSU website (2007)
- 3.2 review of scholarships policy (2007)
- 3.3 the Ontario project (ongoing)

### Outcomes

#### (1) University Performance Outcomes

This objective should contribute towards meeting University Performance Outcomes related to course demand and to the SEQ and Learning & Teaching Performance Fund criteria

#### (2) Specific Outcomes

- increase in domestic and international students entering from articulation pathways
- increase in strong students in strategically important, hard to fill courses
- increase in on campus international students
- increase in international collaborative programs including virtual exchange
- increase in offshore enrolments
- increase in courses offered in DE or flexible modes

## OBJECTIVE FOUR

Enhance access to CSU's Professional Courses

- 4.1 develop a CSU Western regions education strategy
- 4.2 develop an Indigenous education strategy
- 4.3 strengthen first year experience programs, especially for students from educationally disadvantaged backgrounds

University level initiatives to support this initiative

- 4.1 support for CSU Western regions education strategy (2007)
- 4.2 support for Indigenous education strategy, including review of funding for Indigenous load (2007)
- 4.3 strengthening of first year experience program (ongoing)

### Outcomes

#### (1) University Performance Outcomes

This objective should contribute towards meeting University Performance Outcomes related to course demand and to the SEQ and Learning & Teaching Performance Fund criteria

#### (2) Specific Outcomes

- increase in enrolment and retention of rural and remote students
- increase in enrolment and retention of Indigenous students
- improvement in first year retention



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## GOVERNANCE

The UCPC is responsible to the Vice-Chancellor for course planning, and the monitoring and review of the course profile against outcomes.

## RISK

- (1) Major changes may occur in the Australian HE system in professional education, requiring graduate entry to professional programs. Professional accreditation requirements may change to support this.

The UCPC recommends that CSU does not anticipate such changes at a university policy level, but respond on a case by case basis. U/g courses are better suited to CSU's current role and responsibilities.

- (2) Demand is influenced by many factors, not only course quality. There is a risk that demand may not increase despite improvements in course quality. This risk may be managed by effective communication of CSU's achievements, close liaison with industry and professions, careful management of the course profile, and sensitivity to patterns of demand.

- (3) National benchmarking is to be a requirement of the second round of AUQA reviews. There is a risk that this will be undertaken in ways which give a poor impression of CSU's performance and position due to CSU's high proportion of low UAI and educationally disadvantaged students.

CSU must determine and advocate an appropriate benchmarking model.

- (4) Changes in Commonwealth policy may lead to an increase in educational costs to students; more private providers of HE without research funding responsibilities; and/or a further movement towards TAFE.

CSU's decision to emphasise quality is the most appropriate response to this risk. Careful management of branding and reputation is necessary if the response is to be effective, as is the achievement of high quality.

- (5) At present the need to fill CGS load has meant the retention of some low demand courses where it is difficult to achieve quality resources or depth of staffing. CSU's breadth of disciplines makes attaining quality drivers such as depth in staffing difficult. Improving demand may need to be associated with consolidation of the course and discipline profile. There are risks to CSU's ambitions if this issue cannot be resolved.

On the other hand, there are risks in community relations where courses and disciplines are cut. CSU may need to subsidise some disciplines which are strategically important for regional engagement so as to ensure quality.

- (6) Failure to integrate course planning with resource and support planning represents a serious risk to achieving the Course Plan. This risk may be minimised by new planning mechanisms.



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## SUMMARY OF RESPONSIBILITIES AND RESOURCES

### OBJECTIVE 1

Strategies	Accountability	Responsibility	Strategic Resources
1.1	UCPC	Faculties PV-C (R&GT) FM Library	Yes
1.2	UCPC	Faculties	
1.3	UCPC	Faculties	
1.4	UCPC	Faculties	
1.5	UCPC	Faculties OIR	

University Initiatives	Accountability	Responsibility	Strategic Resources
1.1	DV-C (Academic)	Faculties	Yes
1.2	PV-C (R&GT)	Faculties	Yes
1.3	FM	FM	
1.4	Dean, Faculty of Science		Yes
1.5	UCPC	Faculties CELT	



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## OBJECTIVE 2

Strategies	Accountability	Responsibility	Strategic Resources
2.1	Academic Senate	Faculties APC	
2.2	Academic Senate	Faculties APC Institute	Yes
2.3	Academic Senate	Faculties APC	
2.4	DV-C (Academic)	Faculties CELT	Yes
2.5	Academic Senate	Faculties APC CIS	

University Initiatives	Accountability	Responsibility	Strategic Resources
2.1	DV-C(Academic)	CELT	Yes
2.2	DV-C (Academic)	CELT	Yes
2.3	DV-C (Administration)	OIR	Yes
2.4	Academic Senate	APC Faculties	



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## OBJECTIVE 3

Strategies	Accountability	Responsibility	Strategic Resources
3.1	Faculties	Faculties	
3.2	DV-C (Administration)	Student Services	Yes
3.3	UCPC	Faculties OIR	
3.4	UCPC	Faculties OIR	Yes
3.5	UCPC	Faculties CELT	

University Initiatives	Accountability	Responsibility	Strategic Resources
3.1	DV-C (Administration)	Marketing Academic Secretariat	
3.2	DV-C (Administration)	Student Services	
3.3	V-C	Faculties OIR	Yes



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## OBJECTIVE 4

Strategies	Accountability	Responsibility	Strategic Resources
4.1	DV-C (Academic)	Faculties Student Services	Yes
4.2	Academic Senate	CIS Faculties Student Services (ISU)	Yes
4.3	DV-C (Administration)	Student Services Faculties	

University Initiatives	Accountability	Responsibility	Strategic Resources
4.1	DV-C (Academic)	Faculties Student Services	Yes
4.2	DV-C (Academic)	CIS Faculties ISU	Yes
4.3	DV-C (Administration)	Student Services Faculties	



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## GLOSSARY

**FM** – Division of Facilities Management  
**OIR** – Office of International Relations  
**UCPC** – University Course Planning Committee  
**APC** – Academic Programs Committee  
**CELT** – Centre for Enhanced Learning and Teaching  
**SEQ** – Student Experience Questionnaire  
**ISU** – Indigenous Support Unit  
**CIS** – Centre for Information Studies  
**PVC (R&GT)** – Pro Vice Chancellor (Research and Graduate Training)  
**SSP** – Special Studies Program  
**LMC** – Learning Materials Centre  
**ILSC** – Information and Learning Systems Committee  
**HR** – Division of Human Resources  
**DIT** – Division of Information Technology  
**VLE** – Virtual Learning Environment  
**U/G** – Undergraduate  
**P/G** – Postgraduate  
**REROC** – Riverina Eastern Organisation of Regional Councils  
**RACC** – Regional Arts and Culture Council  
**IDC** – Institutional Development Committee  
**ED Fin** – Executive Director of Finance  
**ED HR** – Executive Director of Human Resources  
**ED FM** – Executive Director of Facilities Management

**ED IT** – Executive Director Information Technology  
**ED LS** – Executive Director of Library Services  
**RQF** – Research Quality Framework  
**HoS** – Heads of School  
**CAPPE** – Centre for Applied Philosophy and Public Ethics  
**ILWS** – Institute for Land, Water and Society  
**EH Graham** – The EH Graham Centre for Agricultural Innovation  
**NWVIC** – National Wine and Grape Industry Centre  
**PACT** – Public and Contextual Theology  
**RIPPLE** – Centre for Research into Professional Practice Learning and Education  
**CRCIS** – Centre for Research in Complex Systems  
**HDRS** – Higher Degree Research Students  
**RHDS** – Research Higher Degree Students  
**RFCD** – Research Fields, Courses and Disciplines Codes  
**RTS** – Research Training Scheme  
**VC** – Vice Chancellor  
**DV-C** – Deputy Vice Chancellor  
**PV-C** – Pro Vice Chancellor  
**PV-C(R&GT)** – Pro Vice Chancellor of Research and Graduate Training  
**OVC** – Office of the Vice Chancellor