Principles Overview

Curriculum Design Principles	Assessment Principles	Teaching and Learning Principles
1 Accredited courses will normally be designed for delivery in the Southern Cross Model, employing focused, guided and active learning.	Assessment is, normally, designed for delivery in the Southern Cross Model.	Learning is, normally, supported by a consistent teaching delivery approach across the University, founded on the tenets of focused, guided and active learning in the Southern Cross Model
2 Accredited courses must clearly and explicitly develop learning outcomes and the University's Graduate Attributes consistent with the AQF level at which the course will be accredited	Assessment is designed on a whole of course basis for the attainment of learning outcomes.	Learning is supported through a culture of respect, enquiry and dialogue.
3 Accredited courses must provide clear and transparent requirements governing admission, progression through studies, transfer or articulation into other courses, and course completion, including exiting with an alternate award	Assessment is designed for student learning, engagement and success.	Learning is supported by recognising and broadening students' beliefs and knowledge.
4 Accredited courses and units must be designed using constructive alignment of intended learning outcomes with content, learning activities and assessment	Assessment is authentic, innovative and relevant to students.	Learning is supported through quality learning tasks that scaffold students' learning.
5 Accredited courses and units must develop advanced knowledge and enquiry, informed by advances in scholarship and practice, appropriate to the AQF level at which the course will be accredited	Assessment Principle 5: Assessment is inclusive, fair, transparent and equitable.	Learning is supported by high-quality materials and resources that are readily available and designed to be inclusive and accessible.
6 Accredited courses and units must meet the needs of graduate destinations, including meeting professional accreditation standards	Assessment incorporates timely, clear and constructive feedback to help improve student learning and performance.	Learning is supported through scholarly teaching practice which is informed by research, feedback and reflection.
7 Accredited courses and units normally include opportunities for Work Integrated Learning and, where possible, global experiences	Assessment maintains academic and professional standards, assuring quality and demonstrable learning informed by scholarship.	
8 Accredited courses and units must offer a learning experience that is relevant and equitable for the University's student profile		
9 Accredited courses and units must be of comparable standard to similar courses and units offered within Australia and overseas		

Curriculum Design Checklist

Curriculum Design Principles   Tick/ blank

1   Accredited courses will normally be designed for delivery in the Southern Cross Model, employing focused, guided and active learning.

a   Curriculum is focused, with a calibrated cognitive load and clear relevance, and content and assessment purposefully aligned to the intended learning outcomes

b   Curriculum is guided and signposted using self-access modules with sequenced learning content and assessment designed to scaffold learning

c   Learning is active, with media-rich, interactive and responsive learning activities that build a peer engaged community

d   Courses are normally designed and delivered in an academic year that is divided into six terms; with each term delivered over six weeks and a seventh week used for study, review and, with some exceptions, assessment.

2   Accredited courses must clearly and explicitly develop learning outcomes and the University's Graduate Attributes consistent with the AQF level at which the course will be accredited

a   Course Learning Outcomes encompass the knowledge, skills and application relevant to the course type as specified in the AQF;

b   Course Learning Outcomes address discipline-specific and professional requirements

c   Course Learning Outcomes are relevant, desirable, achievable, concise, measurable and written in plain English.

d   The University's Graduate Attributes are explicitly aligned with Course Learning Outcomes as specified in the Graduate Attributes Schedule.

3   Accredited courses must provide clear and transparent requirements governing admission, progression through studies, transfer or articulation into other courses, and course completion, including exiting with an alternate award

a Requirements for a student to be admitted to a course are as per those specified in the University's Rules Relating to Awards for the appropriate type of course (standard requirements)

b Non-Standard Requirements for a student to be admitted to a course (ie. requirements not per those specified in the University's Rules Relating to Awards for the appropriate type of course are documented using clear, unambiguous, and consistent plain English wording.

c Inherent Requirements for undertaking a course, or parts of a course, are clearly stipulated, especially when an associated award may lead to registration as a professional practitioner.

d The course has a clear structure which enables students to follow a consistent curriculum and achieve the course learning outcomes. In courses where it is possible and relevant, students may have a choice of specialisations or majors and elective units within that structure.

e Units are assigned a Level of Study that provides students with guidance on appropriate progression pathways through a course.

f Units only have a pre-requisite, co-requisite or other enrolment restriction requirement if necessary due to:

- safety - the absence of an enrolment restriction will put individuals, the public, or the student at risk of harm;

- rationing of places - there is a genuine and non-negotiable constraint on the maximum number of students who can be successfully taught in the unit;

- academic peril - it would be unreasonable to allow students to enrol without mandatory prior preparation or study because they would almost certainly be unable to successfully complete the unit; or

- external accreditation requirements - the absence of an enrolment restriction would make it impossible to meet the requirements of clause (32).

g The course is designed to maximise opportunities for students to enter and exit at different stages, such as through use of nested courses and opportunities for recognition of prior learning.

h Nested courses individually meet the requirements of Curriculum Policy

i   General requirements for a student to successfully complete a course are as specified in the University's Rules Relating to Awards for the appropriate type of course. Additional requirements for a student to successfully complete a coursework course are stipulated in the Specific Award Rules, and:

- include details of which and how many units must be successfully completed, either individually or as part of a major or specialisation;

- clearly specify the options for students to choose specialisations, majors or elective units;

- clearly specify any other requirements (not embedded in units) for successful course completion, including Work Integrted Learning;

- clearly specify alternative exit points, entry points, and formal pathways for transfer to other courses; and

- be documented using clear, unambiguous, and consistent plain English wording.

4   Accredited courses and units must be designed using constructive alignment of intended learning outcomes with content, learning activities and assessment

a   Courses, specialisations, majors and units have learning outcomes that students are expected to achieve from completing the course, specialisation, major or unit.

b   Course Learning Outcomes are designed to be achieved through the combination of Specialisation, Major and Unit Learning Outcomes that comprise the course.

c   Specialisation and Major Learning Outcomes are designed to be achieved through the combination of Unit Learning Outcomes for units that comprise the specialisation or major.

d   Achievement of Course and Unit Learning Outcomes will be validated through implementation of assessment tasks designed in accordance with the Assessment, Teaching and Learning Policy.

e   Learning activities and unit content are be designed to facilitate student achievement of Unit Learning Outcomes.

5   Accredited courses and units must develop advanced knowledge and enquiry, informed by advances in scholarship and practice, appropriate to the AQF level at which the course will be accredited

a • The course engages with advanced knowledge and enquiry at a level appropriate to the AQF level of the course and Course Learning Outcomes, including:

- current knowledge and scholarship within relevant academic disciplines;

- study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course; and

- emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.

6 Accredited courses and units must meet the needs of graduate destinations, including meeting professional accreditation standards

a Course design is informed by graduate destinations in industry, the professions, the community, and higher level study, and is responsive to evolving technologies and contexts.

b Course design (normally) includes opportunities for learning in Science (S), Technology (T), Engineering (E), and Mathematics (M) fields through one or more units.

c Course design supports students to develop their professional profiles, with scaffolded learning frameworks to underpin graduate readiness and employability.

d Course design is aligned to meet the professional standards of accreditation, as articulated by a professional body where this is required for registration to practice.

e Honours courses are (normally) designed to enable students to choose a study pathway that would enable them to meet the academic requirements for admission to the University's PhD programs after successful completion of the course at the required standard, unless design of the course in this manner would prevent accreditation by a professional body where such accreditation is required for registration to practice.

7 Accredited courses and units normally include opportunities for Work Integrated Learning and, where possible, global experiences

a   The course includes opportunity for Work Integrated Learning and/or global experiences through contextualised and experiential learning activities, that:

- enable students to apply theoretical knowledge and develop skills relevant to both local and global contexts for professional experience and civic engagement;

- provide students with opportunities for supervised workplace learning and/or international or intercultural experiences, accompanied with feedback on performance;

- encourage reflective practice across diverse cultural and professional settings;

- broaden and contextualise students' skills, knowledge and values through exposure to global perspectives and real-world challenges;

- develop civic responsibility and intercultural capability;

- prepare educated, engaged global citizens;

- develop professional identity informed by both local and international standards and expectations;

- address critical societal and global issues; and

- contribute to the public good.

8   Accredited courses and units must offer a learning experience that is relevant and equitable for the University's student profile

a   The course and units are designed to ensure that students have equivalent opportunities to achieve the intended learning outcomes irrespective of their study location or mode of participation.

b   The course and units are designed to ensure students engage actively with their learning materials, peers and academics

c   The course and units are designed to include content and learning experiences that are relevant to, and meet the learning needs of, the University's student profile.

9   Accredited courses and units must be of comparable standard to similar courses and units offered within Australia and overseas

a   The course and units are designed to develop learning outcomes and disciplinary expertise at a comparable level to, and consistent in scope and volume of learning with, similar courses and units offered by other higher education providers in Australia and overseas, except if explicitly designed otherwise for justifiable pedagogical, intellectual and strategic reasons.

Rationale for not meeting principles:

Assessment Checklist

Assessment Principles	Tick/ blank

1 Assessment is, normally, designed for delivery in the Southern Cross Model.

a   Assessment employs the tenets of focused, guided and active learning;

b   Assessment is mindful of student cognitive load, and purposefully aligned to the intended learning outcomes;

c   Assessment is designed around six-week terms with a seventh week used for study, review and assessment.

2 Assessment is designed on a whole of course basis for the attainment of learning outcomes.

a   Assessment takes a systematic whole-of-course approach aligned with the discipline and award;

b   Assessment aligns with course and unit learning outcomes, study content and learning activities;

c   Assessment is appropriately scaffolded and interlinked across both units and courses;

d   Assessment encourages the appropriate use of technologies, tools and resources; and

e   Assessment is aligned with professional accreditation and expectations, where appropriate.

3 Assessment is designed for student learning, engagement and success.

a   Assessment engages and motivates students' learning across the course progression;

b   Assessment facilitates students' induction into higher education and the principles of academic integrity;

c   Assessment evidences the process of learning over time and in context;

d   Assessment builds a future-focused foundation for lifelong learning;

and

e   Assessment is appropriate in volume and cognitive load.

4   Assessment is authentic, innovative and relevant to students.

a   Assessment is fit for purpose in the Southern Cross Model, relevant to students and their educational and/or professional goals.

b   Assessment is designed specifically for the teaching period in which units are offered;

c   Assessment is designed (normally) on the basis of multiple means of assessment across a unit and course;

d   Assessment is designed using practice-based and/or authentic tasks, and relevant to students' career or further study aspirations; and

e   Assessment is enhanced through the use of technology, and where appropriate, generative artificial intelligence, enabling students to engage with innovative tools, while maintaining academic integrity. Refer to GenAI Tool Descriptors - Feb 2025 for Students and Staff.

5   Assessment is inclusive, fair, transparent and equitable.

a   Assessment is inclusive of all students, irrespective of educational background, entry pathway, mode or place of study;

b   Assessment is cognisant of student diversity, learners' needs and multiple ways of knowing;

c   Assessment is evaluated on the basis of students' achievement against clear criteria, rubrics and standards;

d   Assessment is designed to minimise complexity and confusion;

e   Assessment is written in simple, clear and plain English.

6   Assessment incorporates timely, clear and constructive feedback to help improve student learning and performance.

a   Assessment feedback is timely, clear, and directly relevant to the assessment task, criteria and purpose;

b   Assessment feedback is based on structured rubrics and clear grading standards, guiding students to accurately appreciate the quality of their learning; and

c   Assessment feedback is constructive, formative and respectful, taking a strengths-based approach focused on current and future learning.

7   Assessment maintains academic and professional standards, assuring quality and deomonstrable learning informed by scholarship.

a   Assessment is designed by academics with contemporary skills and expertise in curriculum design, informed by scholarship and disciplinary knowledge, and industry or professional skills;

b   Assessment is Peer reviewed to ensure quality in design, implementation and against academic standards;

c   Assessment is developed against academic, quality and grading standards, and is continuously improved and updated;

d   Assessment is benchmarked to ensure consistency with the level of qualification awarded; and

e   Assessment is built on a foundation of professional learning and contemporary assessment practice and drawing from a range of assessment methods.

Rationale for not meeting principles:

Teaching and Learning Checklist

Teaching and Learning Principle 1: Learning is, normally, supported by a consistent teaching delivery approach across the University, founded on the tenets of focused, guided and active learning in the Southern Cross Model

Our teaching is learning-centred, consisting of a combination of self-access learning and class learning that provide equivalent learning experiences for all students, regardless of mode or location of study;

Our teaching is delivered through self-access learning, which consists of on-demand, self-paced, media-rich, interactive and responsive modules that provide automated feedback to students;

Our teaching is complemented by class learning, which consists of carefully planned, scheduled, interactive learning experiences that move beyond first exposure to new knowledge and skills and place greater emphasis on active learning such as application, problem-solving, critiquing, simulating, group inquiry and creating; and

Our teaching is cognisant that experiential learning, including placements and work-integrated learning, are best developed through individual units at the Faculty/College level

Teaching and Learning Principle 2: Learning is supported through a culture of respect, enquiry and dialogue.

Our teaching promotes the University's values, as well as a culture of respect, enquiry and dialogue;

Our teaching promotes culturally safe spaces for developing knowledge;

Our teaching acknowledges that making mistakes is important in the learning process, for staff and students alike; and

Our teaching fosters teaching presence of both staff and student peers.

Teaching and Learning Principle 3: Learning is supported by recognising and broadening students' beliefs and knowledge.

Our teaching promotes students' sense of responsibility for and agency over their learning;

Our teaching builds from students' experiences, but also helps them to critically reflect upon understandings, beliefs and assumptions; and

Our teaching promotes life-long learning and supports the fulfilment of students' potential.

Teaching and Learning Principle 4: Learning is supported through quality learning tasks that scaffold students' learning.

Our teaching promotes student success through quality learning tasks that are clearly articulated, align with unit or course learning outcomes and are engaging;

Our teaching employs an appropriately sequenced, guided, active, peer-engaged and interactive learning experience;

Our teaching promotes meaningful engagement with issues, theories and challenges that are relevant to and broaden students' futures; and

Our teaching employs feedback that is timely, clear, constructive, strengths-based and respectful; and

Our teaching is inclusive, fair, transparent and equitable.

Teaching and Learning Principle 5: Learning is supported by high-quality materials and resources that are readily available and designed to be inclusive and accessible.

Our teaching emphasises the design and curation of quality, fit for purpose learning materials for self-access learning incorporating a variety of media rich, technology enhanced learning materials to provide an interactive learning environment;

Our teaching is supported by the Centre for Teaching and Learning guides and best practice examples of media rich, interactive Learning Environments and class plans; and

Our teaching is enabled, where appropriate, by the use of technologies that enhance engagement, learning and the student experience.

Teaching and Learning Principle 6: Learning is supported through scholarly teaching practice which is informed by research, feedback and reflection.

Our teaching conducted by appropriately qualified and experienced staff, as outlined in the Academic Quality, Standards and Integrity Policy;

Our teaching informed by evidence, drawing on studies of success;

Our teaching improved by feedback on our work from students and peers, and informed by quality data and metrics; and

Our teaching continuously informed and enhanced by our own professional development, reflective practice and research: we are responsible for our own life-long learning.