Please find following an update on the activities of Curtin University’s Academic Board during the third quarter of 2015.

Academic Board has focussed on the key issues of:
- Academic integrity
- Academic governance and risk; and
- Curtin’s Application to TEQSA for Registration Renewal

**Academic Board Forum on Academic Integrity**

During 2015 Academic Board has focussed on the issue of Academic Integrity in response to data indicating increased incidents of plagiarism and contract cheating across Australia’s tertiary sector.

An Academic Board Forum on Academic Integrity was held on 29 July 2015. The Forum provided a clear sense that academic staff were working hard to address the issue but more was required to clearly convey to students the implications of engaging in this behaviour and to ensure staff are fully aware of the issues relating to contract cheating, plagiarism and academic misconduct.

Methods of addressing the issue include an educative approach, staff leading by example, clear communication of the cost versus the benefit of plagiarism or contract cheating. Significant additional work is now being done, in consultation with the Student Guild, to develop an online module for students on ethics, plagiarism and promoting the value of a Curtin University degree.

**Review of University Enabling Plans:**

International Enabling Plan 2013 – 2017
Academic Board reviewed performance and changes in the transnational student market since the plan was developed and recommend some revised International Enabling Plan targets for the remainder of the Plan until 2017.

**Strategic Conversations and Updates**

Outcome of Curtin’s Application of Registration by TEQSA
Academic Board noted the University’s registration has been renewed for seven years and Curtin is compliant with Higher Education Standards and TEQSA requirements. The Board also considered a
detailed report on activities required to be undertaken in the next six months to respond to seven specific TEQSA requests for further information and action arising out of the registration process.

**Academic Governance and Risk**

During 2015 Academic Board has considered the issue of Academic Governance and Risk and developed a suite of draft Key Risk Indicators (KRI) designed to act as early warning signals of potential risks to academic governance. Feedback from the September meeting will be consolidated and inform a final set of draft KRIs to be recommended to Council in December.

**Graduate Research School**

Academic Board received an update on the status of the Graduate Research School (GRS) noting progress achieved to date in relation to its roles and key objective: ‘The provision of quality supervision to the best students in a vibrant research environment leading to quality outcomes for both student and university’.

**Academic Board Governance**

**Annual Plagiarism reports and Faculty Quality Assessment Panel Reports**

In September Academic Board approved a new process to be adopted in relation to future annual plagiarism and Faculty Quality Assessment Panel reports. The process which incorporates formal feedback from Faculties will enable Academic Board and its Standing Committees to fulfil their specific responsibilities in relation to monitoring of academic integrity and ensuring policy compliance.

**Monitoring Activities and Functions of Standing Committee through Regular Reports**

The following reports were noted by the Academic Board:

**Credit for Recognised Learning (CRL) Approval – Exceptional Circumstances Bi-Annual Report**

The bi-annual report provided statistics and analysis on the requests submitted for exceptional circumstances to be considered by the University Admission Committee during the period August 2014 to February 2015.

**Teaching and Learning Quality Dimensions Action Plan - Interim Progress Report**

In November 2014, the Framework for Quality and Excellence in Teaching and Learning Action Plan, summarised the four 2014 Quality Reports previously submitted to Academic Board via UTLC (April, June, August & October 2014), with accompanying action items addressing identified issues and concerns from the quality dimensions reported. The Action Plan Interim Progress Report provided the Board with an interim update of progress against each of the Dimensions from the 2014 Action Plan.

The report provides a mechanism of monitoring progress to 2017 targets and evidencing how Curtin is ‘closing the loop’ through a continuous improvement Approach-Deploy-Review-Improve (ADRI) cycle.

**Teaching and Learning Quality Dimensions Quarterly Report – August 2015**

The report provided detail on measures associated with Learning Engagement, Assessment, and Learning Resources including the Library and Educational Technologies

**New Courses**

For commencement in Semester 1, 2016, the following new courses, majors and streams have been approved by the Academic Board:

- Indigenous Health Practitioner Major (Bachelor of Applied Science) (MJRU-INHML)
- Indigenous Mental Health Worker Major (Associate Degree) (MJRU-IDMHL)

For commencement in Semester 2, 2016, the following new course:

- Doctor of Philosophy – Global (DR-GLOB)
Policies and Procedures

Academic Board approved or recommended the approval of the following policies and procedures:

- Amendments to the Authorship, Peer Review and Publication of Research Findings Policy;
- Authorship, Peer Review and Publication of Research Findings Procedures;
- Amendments to the Research Data and Primary Materials Policy;
- Responsible Conduct of Research Policy;
- Amendments to the Research Management Policy;
- Rescission of the Identification Card Policy and Procedures

Current University policies and procedures can be found on the Compliance, Legislation and Policy website at: http://policies.curtin.edu.au/findapolicy/

Post-Entry Language Assessment

Academic Board also approved the adoption of a consistent approach for following up students identified as ‘at risk’ by the Post-Entry Language Assessment (PELA) across the University. The approved process requires:

All commencing students who achieve lower than the required level on the diagnostic PELA to complete the ‘Starting University Confidently and Competently English Support Scheme’ (SUCCESS) or the ‘Science and Engineering Language and Literacy’ program (SELL), in a nominated Faculty communications or foundation unit(s) in order to pass the unit. It is to be clearly stated in the relevant unit outline, that the SUCCESS/SELL program is a mandatory requirement in order to pass that unit for students identified ‘at risk’ by Post-Entry Language Assessment.

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