CURRICULUM DESIGN AND DELIVERY (DLI) PROCEDURE

Section 1 - Preamble

(1)   This Procedure is effective from 18 June 2025.

Section 2 - Purpose

(2)   This Procedure sets out the processes that apply to the design, development and delivery of higher education programs at Deakin Lancaster Indonesia (DLI).

Section 3 - Scope

(3)   This Procedure applies to all Higher Education programs at DLI.

(4)   During the establishment of DLI, all policy, procedures and supporting processes will be regularly reviewed. In the establishment phase, defined as the first two years from when students commence DLI programs, any issues arising from the implementation of current policy, procedure or process will be referred to a jointly-convened Policy & Procedure Review Panel (PPRP). The PRPP will comprise designated academic and professional service representatives from the University Partners and the Office of the Rector. The PPRP will recommend an outcome best aligned with relevant principles and the best interests of any student(s) concerned, and will advise DLI on the future development of policy, procedure and supporting processes. During the establishment phase, the PPRP may make recommendations to vary any given policy only with endorsement from relevant University Partner governance processes. All academic policy and procedure will be subject to a full review at the end of the two-year establishment phase.

Section 4 - Policy

(5)   This procedure is pursuant to the Higher Education Programs & Assessment (DLI) Policy

Section 5 - Procedure

Curriculum Design

Roles and responsibilities

(6)   The responsibility for curriculum design sits entirely with the respective University Partners, with the understanding that limited changes can be made locally at DLI, to ensure the curriculum is delivered suitably in the local context. The scope and the limits for localisation are defined in the Higher Education Programs Approval and Review (DLI) Procedure.

(7)   A Program Director is assigned by the DLI Rector as the leading academic member of each program team. Program Directors are responsible for ensuring that all policy and procedural obligations and any professional accreditation requirements are met. Program Directors will also liaise with nominated University Partner staff with program leadership responsibilities.

(8)   Academic staff or external specialists may be appointed to contribute to the delivery of programs or modules under the guidance and supervision of Program Directors or Module Chairs.

(9)   Program Directors, Module Chairs (see clause 14) and other staff with responsibilities for academic oversight, teaching and assessment in a program or component of a program will have:

   a)   appropriate qualifications or equivalent experience (assessed in accordance with the Staff Qualifications (DLI) Policy).

b)   skills in contemporary teaching, learning and assessment relevant to their role, the discipline, modes of delivery and the needs of particular student cohorts.

Program design

(10)   Programs must be designed by each University Partner in accordance with relevant university partner regulation, policy and procedure.

(11)   DLI Dual Award programs must be designed and delivered such that program learning outcomes for each constituent programs are satisfied.

(12)   DLI Dual Award program learning outcomes may be satisfied by recognition of common learning elements across constituent programs. Any changes to learning outcomes in modules that comprise DLI Dual Award programs must satisfy requirements set out in the Higher Education Programs Approval and Review (DLI) Procedure to ensure the integrity of constituent awards.

(13)   DLI programs are comprised of a set of compulsory modules, defined in the program handbook. To graduate, students must successfully complete all required modules from their program.

Modules

Roles and responsibilities

(14)   For each DLI module, a Module Chair is assigned by the DLI Rector (approved by the Yayasan Governing Board) for each period of study that the module is delivered. Module Chairs are continuing or fixed term (three years or more) academic staff members and are responsible for coordinating the curriculum, teaching and assessment in a module. In exceptional circumstances, the DLI Rector may temporarily assign another appropriately qualified staff member to carry out the responsibilities of a Module Chair with appropriate guidance and support.

Module design

(15)   Each module enables students to achieve clearly articulated learning outcomes that contribute to the achievement of the Program Learning Outcomes as defined in the DLI handbook.

(16)   The design for each module includes:

a)   a succinct name that clearly indicates the content to staff and students, and a code that accords with DLI Coding Conventions for Modules

b)   credit point value which is typically 15 credits, but may range between 3 and 40 points depending on the learning outcomes and volume of learning in the module. Mandatory requirements, such as laboratory safety and academic integrity training, may not be credit bearing.

c)   any module pre-requisites, co-requisites or incompatibilities

d)   scope of content

e)   expected learning outcomes and their alignment to relevant Program learning outcomes and assessment

f)   the assessment tasks for the module including type, grading, weighting and hurdle requirements

g)   mode/s of delivery

h)   when and where the module is offered

i) learning experiences, including typical workload and timetabled learning activities

j) any requirements to attend a physical location for program-related activities (including by online students at examinations and intensive sessions)

k) teaching and learning resources

l) any equipment requirements in addition to standard DLI requirements (including computing and connectivity requirements).

(17) Modules may be designated to identify their role in supporting student progress and achievement through the program and/or the nature of learning activities as follows:

a) Role in supporting progress and achievement

i. Foundation module — to support student transition by building foundation knowledge and skills and providing an introduction to the field

ii. Milestone module — to provide students with opportunities at key stages of the Program to integrate their learning and reflect on evidence of their progress and career aspirations

iii. Capstone module — to provide students with opportunities at the end of the program to integrate their learning, demonstrate achievement of program learning outcomes and reflect on their career aspirations

b) Nature of learning activities

i. Work-integrated learning module (including placement modules)

ii. Research module

iii. Research training module

(18) DLI Coding Conventions for Modules include a numeric value consistent with the level of the program, and sequence of letters that conveys the University Partner and organisation and discipline structure with which the module is associated.

Program Delivery

(19) Programs are ordinarily delivered at the DLI campus. Some modules, including but not limited to work integrated learning modules, compulsory compliance modules, and exceptional circumstances may have learning outcomes and instruction delivered wholly or partially online.

Campus delivery	The program is delivered through learning experiences at the DLI campus or other sites. Students will also have access to online learning resources and experiences.
Online delivery	Specified modules are delivered through online learning experiences. Students may be required to attend a designated physical site for some assessment and learning tasks.

(20) Students enrol in a program at the DLI campus in accordance with the Enrolment, Fees and Charges (DLI) procedure.

Academic calendars

(21) DLI Programs are delivered during set study periods in accordance with the agreed academic calendar. These calendars specify periods for teaching, independent study and assessment that maintain the integrity of the program and the quality of the student experience.

(22) DLI's standard academic calendar for programs is the Trimester Academic Calendar which specifies, for each academic year, two teaching periods of 12 weeks, and one period of 6 weeks comprising:

  a)   up to 11 weeks of facilitated learning experiences

  b)   an intra-trimester break of at least one week

  c)   a period for independent study of at least three working days at the end of the last week of teaching

  d)   an assessment period of at least seven working days

  e)   and accommodate any public holidays and other key events in the Indonesian calendar

  f)   specify other key dates including but not limited to a census date.

(23) The Academic Calendar dates for programs are approved annually, for future implementation at least two years in advance.

(24) The Academic Calendar for DLI is agreed by the University Partners via the Joint Management Committee.

Learning environments and activities

(25) Programs are delivered within a learning environment that provides all students with equitable and consistent access to facilities, infrastructure, resources and support to assist student progress and achievement of learning outcomes.

(26) Optimal use is made of the DLI campus or other sites or online to deliver learning activities that support student achievement of learning outcomes.

(27) Learning activities at a campus or other site may be conducted regularly throughout a study period or as an extended intensive session that may require overnight attendance ('residential').

(28) Where possible, learning activities should use resources available at the DLI campus. Students may be required to purchase specialised equipment, software or other resources providing they are informed about these additional costs before enrolment, and the resources will be useful for professional practice.

Communicating program information to students

(29) Information that must be included in the DLI Handbook, DLI's public website, module guides, and program and module sites is specified below.

(30) Program teams will communicate changes to program and module information and provide advice to current or prospective students as soon as possible to ensure students have accurate and timely information for decision-making and are responsible for ensuring that students are not unfairly disadvantaged.

DLI Handbook

(31) The Office of the Rector will compile and publish in the DLI Handbook and on DLI's public website information for prospective and current students about programs and modules as follows:

  a)   programs

    i.   program design as set out in clauses 10-13

       ii.   recognition by professional bodies, where relevant

       iii.   pathways to employment and eligibility for registration to practice (where applicable)

       iv.   approval status of the program

       v.   formal recognition of the target award by both University Partners' accrediting bodies.

   b)   modules

       i.   module design as set out in clause 16 (with the exception of teaching and learning resources)

       ii.   name of the Module Chair.

Module Guides

(32) Program Teams will publish a Module Guide for each study period in accordance with a DLI Module Guide Template approved by the University Partners. DLI Module Guides will be available to current students through DLI's learning management system and will include the following information:

   a)   module learning outcomes and scope of content

   b)   module learning activities, including requirements for attendance at timetabled classes and seminars, and indicative workload

   c)   module assessment tasks including:

       i.   clearly articulated assessment criteria for tasks that require the exercise of academic judgement

       ii.   alignment with the module learning outcomes

       iii.   due dates and other requirements

       iv.   any provision for negotiation of assessment tasks (e.g. allowing students to nominate topics) and a clear statement of the negotiation process

       v.   rules on submission, including extensions, penalties for late submission and final submission date

       vi.   any hurdle requirements

       vii.   the period of time within which feedback is provided on assessment

   d)   support available to students

   e)   improvements made to the module in response to student feedback.

Program and module sites

(33) Program teams will maintain program and module online sites in the DLI's learning management system that include information for students in accordance with minimum standards that are set annually. The minimum standards for 'program sites' are set out at clause 34.

(34) A program site may apply to a single program or suite of programs related to a discipline. At minimum, program sites will include the following elements:

Themes	Requirements
Program team	• Contact details for Program Director(s) • Listing of program team • How to contact program adviser(s)
Program or discipline information	• Welcome message from Program Director that fosters a sense of belonging and orients student to the program, program site, and program learning outcomes (as appears in the DLI Handbook) • Link to program description on DLI website including: • program requirements and options • information about discipline majors and related studies • program pathways (student program study plans, core modules, elective options, how to make decisions) • Program external accreditation information (where relevant)

Program or discipline communication	• Program or discipline news, including information about relevant activities such as:
	   a) events, seminars, workshops, placements
	   b) topical issues
	   c) conferences, projects, competitions, awards
	   d) discussion forum that fosters peer-to-peer connection and communication

Student support	• Links to relevant study and student support services enabled by the University-wide Program site template. They include (but are not limited to):
	   a) Library
	   b) Student academic support (Academic Language, Learning and Peer Support)
	   c) Mental health and well-being support (Disability Resource Centre)

Site Design	• Clear navigation and layout through the use of the DLI-wide program home page template • Visual identity as a program or discipline site to differentiate from module sites and aligned to program information on public website • Resources clearly organised and accessible with consistent formatting and descriptive file names • As far as is practical, align with University Partner site design standards

Section 6 - Definitions

(35) For the purpose of this Procedure:

    a) **Credit points** – a number associated with a module that represents the volume of learning associated with the module. At University Partners DLI credit points translate as 1 DLI credit point = 1 Lancaster credit point; and 15 credit points = 1 Deakin credit point.

    b) **Census date**: the date on which enrolments in a module are finalised. It is the last date on which an eligible student can withdraw from a module without being liable for the tuition or other relevant fees or withdraw from the module without a reference appearing on their academic transcript.

ASSOCIATED DOCUMENTS

These associated documents are available on the DLI Policy page:

- DLI Assessment Guide Template
- DLI Handbook
- DLI Module Guide Template
- DLI Module Site Template
- DLI Program Site Template
- Enrolment, Fees and Charges (DLI) procedure
- Higher Education Programs & Assessment (DLI) Policy
- Higher Education Programs Approval and Review (DLI) Procedure
- Staff Qualifications (DLI) Policy

PROCEDURE DETAIL	
Name of procedure	Curriculum Design and Delivery procedure
Overarching policy	Higher Education Programs & Assessment policy
Approved by	Yayasan Governing Board
Approval date	18 June 2025
Date of effect	upon promulgation
Version	Version 2.1
Date of review	Within 12 months
DLI Approval Authority	Joint Management Committee 13 June 2025
Deakin University Approval Authority	International Branch Campus Working Group under the delegated authority of the Academic Board 2 June 2025

Lancaster University Approval Authority	Academic Standards and Quality Committee 25th April 2025 Meeting number 2 / Agenda Item 3
Responsible Executive	Senior Deputy Vice-Chancellor Academic (Deakin University) University Academic Dean (Lancaster University)
Implementation Officer	DLI Rector
Policy/procedure superseded	Interim Joint DLI Higher Education Courses Policy Interim Joint DLI Assessment Policy
Associated documents	*Higher Education Programs & Assessment (DLI) Policy* *Higher Education Programs & Assessment (DLI) Procedure* *Higher Education Programs Approval & Review (DLI) Procedure*