# Course Coordination Guidelines

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## PURPOSE

The Course Coordination Guidelines assist staff in the role to undertake a range of academic leadership and procedural activities, ensuring consistency across all courses at La Trobe. Together with the Course Coordinator Role Description, the guidelines replace previous course coordination policy and procedures. The topics covered here refer to key educational policies and procedures, providing more detailed information via links to systems, intranet pages and staff role contact points. These guidelines reside in the **La Trobe Policy Library**, and can also be found on the **Quality and Standards Intranet page**, and the Course Coordinators Toolbox website.

## COURSE COORDINATION: THE BASICS

Each course of the University has an appointed Course Coordinator with overall authority for all aspects of the course. Only one Course Coordinator is appointed per course; this is the case where there are multiple instances of the course, taught at multiple locations or in multiple modes. In double or combined degrees, one Course Coordinator is appointed from within the owning School of the award. For the purposes of quality assurance and improvement, the course coordinator for each course in a double or combined course will work together to coordinate course improvement activities. In the case of Third Party Teaching arrangements, an Academic Program Director works closely with partner academic staff in all aspects of course quality assurance of the partner's delivery.

Course Coordinators are appointed by the Head of School or the Head(s) of Department in consultation with the College Associate Provost Learning and Teaching. There is no formal time of appointment for Course Coordinators but conventionally the appointment is reviewed after a period of three years.

In courses where there is significant enrolment or complex delivery arrangements, the Course Coordinator may have the option to appoint a Course Advisor to assist with academic matters, as approved by the appropriate Head of School or Department.

These guidelines include links to tools and resources relevant to support them in their role, such as the Course Coordinator Toolbox, codeveloped by the Colleges. Included in Appendix C are the links to policies and procedures that direct each area of these guidelines.

### Establishing your Coordination Network

The Course Coordinator has a significant leadership role within a course team comprising of academic and key professional staff, with oversight responsibilities in leading course design, delivery, and quality review processes in accordance with the **Higher Education Standards Framework**, the **Australian Qualifications Framework**, and **University policy and procedures**. In collaboration with Directors Learning and Teaching, Course Coordinators contribute to quality monitoring and review processes against these frameworks through quality assurance and enhancement across the course lifecycle.

As course coordination has significant operational responsibilities, establishing a network of academic and professional staff across the University at the outset will be important to effective running of the course. In the first instance:

- your Head of Department will announce your position to key academic course staff, including those in other Schools as necessary, and
- your School / College Manager will ensure that your name and details are updated in a variety of systems and for a range of vital processes. For more information, see the Systems section of the guidelines.

As an academic leader, the Course Coordinator promotes a collegial and team-based approach to assist staff to deliver on initiatives and accountabilities that encourage and foster excellent education and innovation. Established are:

- the coordinators of all core and core-choice subjects in the course structure
- the Director Learning and Teaching of the School/s, College Academic Coordinator/s, and Associate Provosts
- professional staff in the School or College teams, such as the College Education course management and pathway teams
- professional staff in central areas, such as the Admissions, Student Support, Learning and Teaching, and Quality and Standards divisions
- the Academic Program Director if the course has a third party delivery instance
- external stakeholders for the purpose of external review and, where required, professional accreditation.

The Course Coordinator plays a key role in connecting staff from broad areas of the university and is responsible for convening regular and ad hoc course-related meetings, such as:

- convening and chairing a meeting of all core and core-choice Subject Coordinators for the course, at least once annually
- organising and leading a team-based approach to course design, delivery, monitoring and review as required
- organising ad hoc meeetings with academic and professional staff to troubleshoot any management or student related issues.

## COURSE GOVERNANCE

La Trobe courses have specific governance structures that support the oversight and course quality assurance activities. These are different from course team meetings, in that they are generally forums with a secretariat, to which the Course Coordinator may be invited either as a regular member or from time ot time.

### University Coursework Committee

The role of the University Coursework Committee is to consider and advise Academic Board on proposals for new or substantially changed courses or new instances of existing courses. Members on this committee consider, discuss and endorse or request changes to course proposals submitted by Course Coordinators. From time to time, Course Coordinators will be asked to speak to and answer questions on new course proposals at this monthly committee meeting.

### Course Advisory Committee

All La Trobe courses have a Course Advisory Committee (CAC). Members are drawn from relevant industries and professional associations to provide expert advice on all aspects of a course or group of courses. Meetings are held annually or when a course is undergoing a significant change proposal as appropriate. Course Coordinators are required to provide material for and attend meetings.  As part of normal Annual Course Monitoring (ACM) they are responsible for submitting approved Course Advisory Committee reports. Information and resources to relating to the conduct and reporting of CACs are available on the **intranet**.

## COURSE DESIGN

Course design is fundamental to student learning, successful delivery, student engagement and graduate attributes. In the development or revision of a course, the Course Coordinator in conjunction with the course teaching staff and Learning and Teaching staff, is required to:

- develop course learning outcomes and delivery approaches with reference to subject learning outcomes
- ensure learning activities are designed for students to engage with course or discipline knowledge and develop independence in learning, including work integrated learning
- ensure the course develops students in a range of essential academic skills such as critical thinking, scholarly values and academic integrity
- develop course level resources for student learning appropriate for the mode of study.

### University Approval

As a self-accrediting University, all La Trobe courses are accredited through the University Coursework Committee and Academic Board.  The Course Coordinator ensures that any proposed revisions to the course are documented and approved in a timely manner and also will need to complete any transition or teach out planning where course closures or major revisions are undertaken. The approval process for courses and subjects is governed by the **Course and Subject Management Policy** and associated procedures available on the **Course and Subject Management intranet page**.

### Professional Recognition

Many La Trobe courses are recognised or accredited by professional or industry boards or bodies. In most instances, there are additional requirements for these programs to maintain their external accreditation or membership. A Course Coordinator may be required by Head of School to facilitate external accreditation processes to ensure currency of the course status, and to ensure documentation is updated, and reaccreditation improvements are articulated in course

monitoring and review processes. The Office of Quality and Standards Course Management team assists Course Coordinators in the quality assurance of documentation and recording of professional accreditation status and timelines located in the shared **UNITE** site.

## Course Information

La Trobe is required under legislation to provide students with accurate, complete and consistent course information, including all claims regarding outcomes and details for admissions, intakes, and pathways. Course Coordinators along with College Education Team are involved in generating the descriptions for approved courses in collaboration with Marketing, which is then housed in CourseLoop, linked to a subject database and published via our **Find a Course** and **Handbook** on the La Trobe website.

Marketing is an important facet of a successful course, and it is integral for Course Coordinators and the College Education Teams to work with the Marketing Department to ensure that course publications relating to La Trobe programs comply with the **University's Brand and Style Guidelines**. Each year, the Course Coordinator is required to audit and endorse Course Management entries for all core and core-choice subjects and liaise as required with the Course Information Management Office for accurate and compliant information.

## Advanced Standing

Advanced standing is governed by the Australian Qualifications Framework (AQF) Pathways Policies and the La Trobe **Credit Policy**. Students can apply for advanced standing, which is credit for courses or subjects that they have already completed. Students wishing to apply for advance standing may be directed to the **Advance Standing page** on the La Trobe website. Once a student's application has been received, it will be assessed by La Trobe's Student Administration team. Depending on what advanced standing is granted, students may need to amend their enrolment.

## Pathways and Articulations

In some cases, Course Coordinators may wish to formalise strategic pathways into the course and may be approached to initiate and manage both international and domestic pathways, known as articulations. These are also bound by the **Australian Qualifications Framework (AQF) Alignment Policy** and are managed by La Trobe International and Quality and Standards and the College Education Team. The **Articulation Process Framework** guides the process to initiate, manage and review such arrangements, whilst the **Education Partnerships Procedure – Third party Arrangements** guides all educational partnership arrangements.

# COURSE DELIVERY

La Trobe's staff will deliver instances of a course at regional campuses in online and faces to face modes and in partnership with other schools. The Course Coordinator is responsible for ensuring that the range of delivery modes and approaches meet and maintain high pedagogical standards relevant to the discipline/s in the course, and to all policy and procedural requirements, including the **Tertiary Education Quality and Standards Agency (TEQSA) standards**, and other professional and accreditation requirements. La Trobe Learning and Teaching staff division assists staff in promoting effective, high-quality student learning and academic success and offers comprehensive suite of **programs** and **resources** for academics and professional staff who support teaching.

## Educational Technologies and Systems

The University utilises a number of enterprise technologies to support its learning and teaching activities. These include Pebble Pad (ePortfolio), Moodle (Learning Management System), Turnitin (text-matching software), Zoom (Web conferencing service) and Echo360 (lecture capture and online delivery system). Where this is the case, it is generally the Subject Coordinator who is responsible for providing information about how and when these systems will be used, and for ensuring access in time for course delivery where appropriate. The Course Coordinator will have access to all LMS sites of core subjects in the course and will monitor the range of technologies used across the course to ensure consistency and alignment of teaching approaches. For assistance with educational technologies, contact the appropriate person within your organisation, or, at La Trobe, **EdTech Teaching Support** via **AskEdTech**. For links to systems refer to the checklist in Appendix D.

### Assessment

Assessment processes can differ across subjects in a course, however, the Course Coordinator leads a cohesive approach to the course assessment including validation and moderation of major assessments. All assessment grades are required to be maintained in the Learning Management System grade book as per the **Assessment Procedure – Supplementary Assessment for Hurdle Requirements**, especially in regards to late submission and re-submission of unsatisfactory work, about which the Course Coordinator may be requested to mediate disputes. **The Grades of the University Policy** and **Schedule of Current Assessment Grades and Administrative Codes** governs students' results at La Trobe.

## QUALITY ASSURANCE

Course Coordinators, in collaboration with the Course Team and Quality and Standards, are responsible for the continuous improvement of the curriculum for the course, ensuring that the disciplinary content of the course is regularly reviewed to maintain currency with research, technological change, current events and potential employment opportunities for graduates. Relevant instruments (including aggregated Student Feedback on Subjects data and other core instruments such as the Student Experience Survey) are utilised to monitor and review the course content.

### Annual Course Monitoring

The Annual Course Monitoring (ACM) process is a system-enabled and evidence-based continuous improvement process that supports course teams to plan across the course lifecycle, to contribute to School learning and teaching plans, and to build a standards-based course quality portfolio for the comprehensive review and course reapproval every seven years. Course Coordinators lead the processes to monitor and analyse the performance data annually when the Annual Course Monitoring opens to ensure that all courses in the course group are performing according to School and College plans, and to identify areas for further investigation and improvement. More detailed information and resources to support the Course Coordinators through the key steps of the Annual Course Monitoring process are available **here**.

### Comprehensive Course Review

Comprehensive Course Review (CCR) must be completed by the Course Coordinator every 5-7 years. The Comprehensive Course Review is an element in the accreditation lifecycle of a course, which is a process to inform the Academic Board's decision whether to reaccredit an existing course and the Deputy Vice-Chancellor (Education)'s and the College's decision whether to continue to support the offering of the course. A revised approach to Comprehensive Course Review and Reapproval is under development, information and resources are available via the **CRR intranet page**.

### Benchmarking

Benchmarking, or external referencing, is required for the **Annual Course Monitoring** and the **Comprehensive Course Review** and forms part of the data analysis and reporting for institutional quality assurance. There are a range of options for this activity: professional accreditation, IRU Subject Calibration, independent external review, and the annual Course Advisory Committee. It is the responsibility of the course coordinator to update and upload course recommendations and actions and outcomes of external review to the Annual Course Monitoring system. Information and guidance is set out in the **ACM Update and Upload Guide.**

## STUDENT ENGAGEMENT

### Open Days and Orientation

Open Day is often the first meeting point for a Course Coordinator and a prospective student. The Course Coordinator is responsible for:

- contributing to the preparation and success of University Open Days and orientation activities
- consulting with prospective students at University Open Days and other promotional activities
- introducing the course to new students at orientation and commencement, and in the case of undergraduate studies, provide information about other orientation activities at La Trobe
- providing information and advice as needed about course rules, duration, modes and other academic opportunities such as work integrated learning
- advising students on Student Mobility Programs (exchange programs) and approve credit/advanced standing for external studies undertaken during the approved programs.

## Student Support

The support for students begins in the course-based orientation and continues through the student's journey. Course Coordinators will provide advice to Subject Coordinators and monitor any specific needs for learning support for students. Complex support needs for students that go beyond subject level are managed by the Course Coordinator in liaison with central support units, such as Student Wellbeing, Equity and Diversity, or Learning Support.  Information on student support services are outlined on La Trobe's website on the **Latrobe.edu.au/Students** page.

## Student Communication

A Course Coordinator is required to communicate to students regarding a very wide range of matters, such as:

- complex student matters, including cases of academic and general misconduct, inherent requirements, and student complaints, progression, and disputes with subject coordinators
- academic practices and expectations of La Trobe students, and the course requirements
- referrals of students to internal and/or external services as necessary, and unique student cohort requirements, as required.

Clear and professional communication to and about the student is essential at all times, both in written and face to face instances. If written, this must be conducted at all times via the student's La Trobe email, even when the student emails from a personal account.

## RESPONSIBILITIES GUIDE

| LEADERSHIP AND MANAGEMENT | | | | |
|---|---|---|---|---|
| **COURSE MANAGEMENT** | | | | |
| ACTIVITY | AIM | CONTACTS | SYSTEM / SOURCE | KEY TASKS |
| **Develop and maintain course consistent with approved structure and University policies**<br><br>**Develop annual management and reporting strategies** | To ensure clear information to students and potential students<br><br>To ensure high quality course management, clear staff responsibilities and excellent student experience | Course Advisors<br>Directors of Learning & Teaching<br>College Education team<br>Quality and Standards<br>Academic Program Directors (APD)<br>Marketing<br>Head of Discipline<br>Student Administration | CIMS<br>Course Loop<br>LMS<br>University calendar<br>Policy Library<br>CC Guidelines | ▪ Update course information across systems and in guides<br>▪ Consult procedures and policies in relation to course management<br>▪ Use of relevant systems and processes<br>▪ Course Advisor meetings<br>▪ Annual meeting of CAC |
| EDUCATIONAL LEADERSHIP | | | | |
| **Support the Course Team**<br><br>**Develop strategies relating to course relevance and sustainability**<br><br>**Lead continuous improvement in quality of course** | To develop and monitor pedagogies and practices that support staff, students and quality of course<br><br>To minimise risk to potential breach of Higher Education Standards | Colleagues and Peers<br>Subject Coordinators<br>Discipline Leads<br>Quality and Standards<br>Educational Services<br>College Governance Team | LMS<br>ACM system<br>Data Dashboards<br>CAC meetings<br>External Reviewers<br>Benchmarking | ▪ Annual Course Monitoring<br>▪ Reports to CAC<br>▪ Feedback from staff and students<br>▪ Performance analysis<br>▪ Monitor CSR / SIP information and actions |

## DELIVERY AND QUALITY MONITORING

### LEARNING AND TEACHING

| ACTIVITY | AIM | CONTACTS | SYSTEM / SOURCE | KEY TASKS |
|---|---|---|---|---|
| **Contribute to Assurance of Results process as member of Committee of Examiners**<br><br>**Monitor student feedback and outcomes** | To collate evidence of performance<br>To provide accountability to students, staff, Course Advisory Committee (CAC), LTU | Data, e.g. PIPU | Annual course reports (PIPU)<br>SFS reports<br>Retention Rates<br>SFT reports<br>QILT data<br>Other student feedback | ▪ Annual Course Monitoring Report<br>▪ Reports to CAC |

### PARTNERSHIPS AND ARTICULATION

| ACTIVITY | AIM | CONTACTS | SYSTEM / SOURCE | KEY TASKS |
|---|---|---|---|---|
| **Oversee partnership and articulation arrangements relevant to course** | To monitor third party and articulation arrangements<br>To collaborate with relevant Academic Program Directors (APD) associated with Course | Academic Program Directors (APD)<br>Associate Provosts Partnerships<br>Quality & Standards<br>Joint Management Committee(s) | Course register<br>CIMS<br>PIPU | ▪ Up to date information for students and staff |

### MONITORING AND REVIEW

| ACTIVITY | AIM | CONTACTS | SYSTEM / SOURCE | KEY TASKS |
|---|---|---|---|---|
| **Lead annual monitoring and review process for the course**<br><br>**Devise and oversee course improvement actions** | To identify and address any performance issues<br>To consult broadly across internal and external stakeholders | Course team<br>Head of Department<br>Director of Learning & Teaching<br>Quality and Standards | ACM system<br>Data dashboards<br>School LT strategic plans | ▪ ACM actions<br>▪ Course and/or subject revision(s)<br>▪ Potential breach(es) reported<br>▪ Additional support needs and/or gaps identified |
| | To meet external accreditation expectations | Professional bodies<br>Alumni<br>Placement partners | Professional bodies<br>Alumni<br>Placement partners | ▪ Accreditation requirements met<br>▪ Professional development needs identified |

## ENGAGEMENT

### CURRENT STUDENTS

| ACTIVITY | AIM | CONTACTS | SYSTEM / SOURCE | KEY TASKS |
|---|---|---|---|---|
| **Ensure routine academic procedures within course operation are followed**<br><br>**Contribute to management of complaints against staff** | Relevant Course Operations:<br>▪ advanced standing,<br>▪ course planning,<br>▪ alternate study plans, variation of enrolments, progression plans,<br>▪ study abroad | Academic colleagues<br>PVC Student Success<br>ASK La Trobe<br>College of SHE STAR team<br>Connect Academic<br>La Trobe International | ASK La Trobe<br>Course Coordinator Guide<br>University policies | ▪ Communication strategy (e.g., Course LMS)<br>▪ Orientation week<br>▪ LMS |
| **Ensure embedded or adjunct academic support** | To ensure students receive appropriate academic support | Learning Hubs (including Maths & Science Hub) | Learning Hub Coordinators<br>PVC Student Success<br>Student Feedback Surveys | ▪ Student success rates<br>▪ SFS scores |
| **Ensure student wellbeing support** | To ensure students receive appropriate support relating to wellbeing | College STAR Team | | ▪ Student retention |
| **Communicate opportunities for students, including activities associated with employability and careers** | To empower students to take control of their studies and promote independence | Academic colleagues<br>PVC Student Success<br>ASK La Trobe<br>College of SHE STAR team | Alumni<br>Professional bodies<br>WIL subjects | ▪ Student participation in WIL subjects and extra-curricular activities |

| FUTURE STUDENTS | | | | |
|---|---|---|---|---|
| **Participate in course marketing** | To maximise potential future intake | Marketing | TBD | ▪ Attendance at Open Day and other events |
| **Participate in Annual Load Planning exercise**<br><br>**Assess applications** | To identify appropriate student cohort | Marketing<br>Timeline for information<br>La Trobe International | TBD | ▪ Enrolment trends |
| ACADEMIC NETWORKS | | | | |
| **Regularly engage with academic staff teaching in the course**<br><br>**Monitor training needs for teaching staff, including sessional staff** | To ensure teaching staff are at the appropriate AQF level | School / College administration team<br>School Learning & Teaching Committee<br>Human Resources<br>LTLT | TBD | ▪ SFS Scores<br>▪ Student retention |

## APPENDICES

## ROLE DESCRIPTION - COURSE COORDINATOR

Accredited La Trobe University courses require academic oversight and leadership by appropriately qualified academic staff to achieve high quality education and excellent academic outcomes for students. The Course Coordinator undertakes the responsibilities associated with course leadership and management to ensure that course is delivered as approved by Academic Board and in compliance with La Trobe policies and the Higher Education Standards Framework.

The Course Coordinator provides an important link between academic design, delivery and administrative duties that drive course quality. Course coordinators monitor the demand for and relevance of their course, support external review, and guide how a course can support graduate outcomes. Across the course lifecycle, they bring attention to issues in course and subject delivery, address student cohort issues, update the course design and undertake good governance process for each of these aspects of course quality.

Within the course teaching team, the Course Coordinator fosters the supportive environment for high quality teaching and provides opportunities for members of teaching teams to contribute to the course organisation and management. They encourage development and maintenance of resources and materials associated with course information.

In collaboration with the Director of Learning and Teaching and Head of School/Department, Course Coordinators lead formal monitoring and review processes, managing the continuous improvements in design, delivery and support on an annual cycle and preparing for reaccreditation.

## CORE RESPONSIBILITIES

- Lead the course delivery, including teaching and assessment approaches, to ensure an excellent student experience.

- Ensure external accreditation requirements are maintained and updated and contribute to external review and/or professional accreditation documentation.

- Lead the monitoring, review and continuous improvement of the course.

- Monitor and review course performance using evidence-based approaches of continuous improvement, and facilitate activities that enhance retention, student outcomes, and graduate employability.

- Lead improvements in course delivery, relevance and standing in response to changing discipline / field developments. Collaborate with academic peers to identify opportunities for inter-disciplinary course development.

- Ensure information provided to students about the course is accurate including Handbook and promotional material, respond to student inquiries, complaints and grievances related to their course in a timely manner.

- Advise the relevant Head of Department, Head of School, and Director of Learning and Teaching on course management matters, as required.

- Oversee the development and design of the course, including the alignment between the course intended learning outcomes, graduate capabilities, subject intended learning outcomes.

## EXPECTATIONS

The Course Coordinator will have excellent knowledge in the discipline area, organisational skills, proven teaching skills and experience working with a wide range of divisions. The responsibilities and duties of the role are outlined in detail in the La Trobe Course Coordination Guidelines.

# APPENDIX B: Statutes, Policies and Procedures

## STATUTES AND ACTS

At a higher level, Higher Education in Australia is governed by number of laws and regulations, including

- <u>TEQSA Act:</u> The Tertiary Education Quality and Standards Agency (TEQSA) is an independent statutory authority which uses the Higher Education Standards Framework (Threshold Standards) for assuring the quality of higher education.

- <u>ESOS Act:</u> The Education Services for Overseas Students (ESOS) provide standards for how providers administer and protect international students.

- <u>CRICOS:</u> The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) is a register of Australian education providers that recruit, enrol and teach courses to international students.

- <u>Privacy Act:</u> This Act was designed to promote the protection of individuals and provide a nationwide uniform standard.

## POLICIES AND PROCEDURES

All policies and procedure relevant to the Course Coordinator role can be found via the <u>Policy Library</u>

| | |
|---|---|
| **Course Design** | <u>Course and Subject Management Policy</u><br><u>Credit Policy</u><br><u>Education Partnerships Procedure – Third party Arrangements</u><br><u>University's Brand and Style Guidelines</u> |
| **Course Delivery** | <u>Academic Integrity Policy</u><br><u>Academic Integrity - Guidelines for Handling Academic Misconduct</u><br><u>Academic Integrity – Schedule of Responses and Penalties for Academic Misconduct</u><br><u>Academic Progress Review Policy</u><br><u>Access to Licenced Electronic Information Resources Policy</u><br><u>Assessment (Moderation and Integrity) Policy</u><br><u>Assessment Procedure – Supplementary Assessment for Hurdle Requirements</u><br><u>Special Consideration Policy</u><br><u>Student Feedback on Subjects Policy</u><br><u>Student Feedback on Subject – Administration Procedures</u><br><u>The Grades of the University Policy and Schedule of Current Assessment Grades and Administrative Codes</u> |
| **Communications/Systems** | <u>Email for Official Correspondence with Student Policy</u><br><u>Privacy - Health Information Policy</u><br><u>Privacy - Personal Information Policy</u><br><u>Students Communications Policy</u> |

## APPENDIX C: Links to Systems and Resources

| | |
|---|---|
| **Systems** | Allocate + (access via the staff intranet) |
| | Ask Services - Ask ICT (ICT & Ed Tech) & AskHR |
| | Book La Trobe – Book meeting rooms and teaching rooms |
| | CIMS – Course Information Management System |
| | Echo360 - Lecture Recordings |
| | Guides to Tools and Systems (links to systems, applications and downloads and user guides) |
| | LMS - Learning Management System |
| | LMS checklist for Subject Coordinators |
| | MyHR - Approve casual pay for demonstrators/tutors |
| | SIS – Student Information System |
| | SOMSAS - Student Outbound Mobility Subject Approval System) |
| | Timetable Assist (access via the staff intranet) |
| | Web Room Bookings and Equipment |
| | |
| **Course and Subject Design and Delivery** | AR – Amendment to Result (see Results Toolkit) |
| | ACM - Annual Course Monitoring intranet page |
| | ACM Forms and Resources (guides for Course Coordinators) |
| | ACM - Annual Course Monitoring Update and Upload Guide |
| | CRR - Comprehensive Course Review and Reapproval intranet page |
| | Census date |
| | Course and Subject Management intranet page |
| | Course Register – Course Information System |
| | Learning Access Plans |
| | Special Consideration Request Form (included submitting a request process) |
| | Special Consideration website |
| | Student Feedback on Subjects |
| | |
| **Course Information** | Course Register – Course Information system |
| | CIMS – Course Information Management System |
| | Find a Course |
| | Handbook |
| | |
| **Support Services and Programs** | ASK La Trobe |
| | Latrobe.edu.au/Students page |
| | Counselling |
| | Equity and Diversity |
| | Quality and Standard |
| | Peer Learning Advisors |
| | Achieve@Uni |
| | Learning Access Plans |
| | Quick Guide to Student Supports & Services (Special Consideration process) |
| | |
| **Resources** | ASSC College |
| | ASSC Course Management Advisors |
| | Connect Academic - assist with ASK La Trobe student enquiries |
| | SHE Academic Quality & Standards Team |
| | SHE Course Management Advisors |
| | SHE College |
| | Timetable team |