

Note: Staff guidelines regarding implementation through curriculum renewal are available on MyUSC at <https://my.usc.edu.au/teaching/curriculum/approval-and-change>

## Definitions

Please refer to the University's Glossary of Terms for policies and procedures. Terms and definitions identified below are specific to these procedures and are critical to its effectiveness:

Curriculum is the architecture of the body of knowledge, skills and applications that students engage with across the entire suite of learning activities and experiences in order to successfully complete a program

Curriculum design is a process of intentionally crafting the architecture of the entire suite of learning activities and experiences that a student will undertake in order to successfully complete a program, courses or study component to achieve the stated learning outcomes.

Exemption is the waiver of the requirement to complete a specific required course(s), but does not grant any credit towards the overall number of units required to complete the program.

Graduate qualities refers to qualities of being and thinking that the university community values and agrees its graduates should exhibit on completion of their program (refer to the Coursework Curriculum Design – Academic Policy section 6.3.3 for details of the specific graduate qualities).

Inherent academic requirements of a program are those fundamental skills, capabilities and knowledge that students must be able to demonstrate in order to achieve the learning outcomes of the program without compromising the academic integrity of that program.

Owning program refers to the program identified as part of the accreditation or approval process to which that the course/study component/s has been constructively aligned.

## 1. Purpose of procedures

These procedures detail the process that must be undertaken for the University's curriculum to align with the Coursework Curriculum Design – Academic Policy.

## 2. Procedure scope and application

These procedures apply to all programs, study components and courses offered by the University, excluding higher degrees by research (Masters Degree (Research) and Doctoral Degrees).

## 3. Approach to curriculum design

### 3.1 Principles of curriculum design

3.1.1 The curriculum at the University is based on four principles. The curriculum is designed to be:

- learning-centred
- standards-based
- constructively aligned
- career and future focussed.

3.1.2 Designing curriculum is a dynamic, cyclical and recursive process. The phases of the curriculum lifecycle include:

- Design which involves the planning, development and support activities to create or renew curriculum;
- Consultation which involves seeking feedback from other stakeholders at the University (e.g. relevant program coordinators, Information Technology, Facilities Management, Library, Student Services & Engagement (SSE), Centre for Support and Advancement of Learning and Teaching (C-SALT);
- Approval which is the accreditation and approval processes documented in related University policies and procedures (refer to 3.4.3);
- Delivery which is the implementation of the curriculum;
- Evaluation which involves collecting metrics and data, and analysing, reflecting on, reporting and sharing outcomes; and
- Review which identifies strengths to be built on and opportunities for improvement and which typically will lead the curriculum design team back to the design phase.

#### APPROVAL AUTHORITY

Deputy Vice-Chancellor (Academic)

#### RESPONSIBLE EXECUTIVE MEMBER

Deputy Vice-Chancellor (Academic)

#### DESIGNATED OFFICER

Director, Centre for Support and Advancement of Learning and Teaching

#### FIRST APPROVED

16 August 2016

#### LAST AMENDED

12 May 2021

#### REVIEW DATE

31 July 2021

#### STATUS

Active

- The first three phases are addressed by these procedures.

3.1.3 At each of these stages, consideration must be given to the University's four curriculum design principles to ensure the principles are evidenced in proposals.

## 3.2 Using the curriculum design principles

3.2.1 The curriculum design principles inform the design of the University's curriculum. The principles enable a transparent institutional framework for those designing curriculum and those evaluating its quality. The four principles provide a shared language for both the curriculum development teams and staff involved in the accreditation and approval processes.

3.2.2 The curriculum design principles recognise the diversity of disciplines at the University and allows curriculum to be designed using a range of approaches. Curriculum design teams use the principles to demonstrate their approach to curriculum design and to demonstrate its quality. These details are communicated in the accreditation or approval documentation.

3.2.3 Staff from the Curriculum Support Unit (C-SALT) will check for compliance with relevant policies and procedures and structural requirements for the program, study component or course.

3.2.4 The bodies responsible for curriculum accreditation and approval assess the quality of the curriculum, as documented, using the principles as a basis and provide feedback to the curriculum design team.

## 3.3 Curriculum planning, development and support

3.3.1 Normally, curriculum should be developed in a collaborative environment through the establishment of development teams. These teams are then supported by staff with responsibilities to assist with curriculum design within the School or University.

3.3.2 For the development of a new program or a significant change to an existing program, the program development team normally consists of:

- Head of School (or delegate)
- Program Coordinator (or program development team leader)
- Staff with expertise relevant to the discipline of the proposed program (including staff outside the School offering the program) and staff who are likely to teach into the program
- Administration or professional staff who support curriculum development in the School.

3.3.3 For the development of a new study component, the development team normally consists of:

- Program Coordinator (or program development team leader)
- Staff with expertise relevant to the discipline of the proposed study component or are likely to teach into the study component
- Administration or professional staff who support curriculum development in the School.

3.3.4 For the development of a new course, the development team normally consists of:

- Course Coordinator (or course development team leader)
- Program Coordinator
- Staff with expertise relevant to the course or who are likely to assist with the teaching of the course
- Administration or professional staff who support curriculum development in the School.

### 3.3.5 Program enhancement processes

Each program must establish a mechanism for staff involved in the delivery of a program or a study component to meet to discuss and review the curriculum. Outcomes and actions from these meetings must be recorded.

## 3.4 Curriculum design resources

### 3.4.1 School personnel

Within each school, academic staff with curriculum leadership responsibilities (e.g. Deputy Heads of School) can advise and provide support to development teams or individuals on various aspects of curriculum design, consultation and approval.

### 3.4.2 Central resources

MyUSC provides University level information and details and provides the resources available to support curriculum development. This includes contact information on personnel from C-SALT who can work with development teams and individuals at all stages of the process.

### 3.4.3 Curriculum-related policy and curriculum lifecycle

The University has policies and procedures relating to the curriculum lifecycle that are relevant to curriculum design:

- Coursework Curriculum Design – Academic Policy

New curriculum and changes to existing curriculum

- Program Accreditation and Course Approval - Governing Policy
- Program Accreditation – Procedures

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- Program Changes – Procedures
- Program Discontinuation and Suspension of Intake – Procedures
- Course Approval, Change and Discontinuation – Procedures
- Program Review - Procedures

#### Discontinuation of curriculum

- Program Accreditation and Course Approval - Governing Policy
- Program Discontinuation and Suspension of Intake – Procedures
- Course Approval, Change and Discontinuation – Procedures

## 4. Designing Curriculum

4.1 Curriculum design begins with an understanding of the desired qualities of the graduate as defined by the various curriculum framing documents (refer to 4.4.2). These are articulated as program learning outcomes.

4.2 Planning backwards from the program learning outcomes, program development teams detail the suite of aligned learning outcomes for study components and courses. This leads to a process of selecting or designing and sequencing courses, assessment and learning activities that will support student achievement of the learning outcomes.

4.3 All programs, study components and courses have to meet structural requirements that address the Australian Qualifications Framework (AQF) level of the program and University requirements.

### 4.4 Program Learning Outcomes

4.4.1 Program Learning Outcomes are the specific learning outcomes students will have achieved when they successfully complete a program. They are identified, mapped, taught, practised and assessed within each University program.

4.4.2 A Program's Learning Outcomes are normally informed by the following curriculum framing documents:

- Australian Qualifications Framework (AQF) and Fields of Education (FoE) Structure and Definitions
- External professional accreditation standards (when applicable)
- The University's Graduate Attributes (refer to the Coursework Curriculum Design – Academic Policy section 6.3.3 for details of the graduate qualities and generic skills)
- Threshold learning outcomes (TLO) determined by Australian Learning and Teaching Council (ALTC) discipline groups (when applicable).

4.4.3 The University's Strategic Plan and key capabilities identified by successful early career graduates, alumni, industry and employers are further sources of information to define program learning outcomes.

4.4.4 Program learning outcomes have the following characteristics. They:

- focus on what the graduate will know, be able to do and the qualities they can demonstrate at the conclusion of the program, expressed in terms of threshold level for graduates
- define the scope and depth of the program
- are measurable, realistic and achievable within the qualification type, level and the volume of learning
- are framed at a high level of generalisation and use language that is comprehensible to students and prospective students

4.4.5 Program learning outcomes are realised through student achievement in courses. Methods of assessment are consistent with the learning outcomes being assessed.

4.4.6 Normally, a program would have between six and ten learning outcomes.

4.4.7 As identified in 4.4.2, a program's learning outcomes are informed by a number of demands and curriculum framing documents. A recommended approach to the task of constructing a program's learning outcomes is for the curriculum design team to identify the most applicable curriculum framework and to integrate the other framing documents as required.

4.4.8 For professionally accredited programs it is appropriate to begin with the framing document provided by the accrediting body and then to consider and incorporate the other frameworks. Where the program is not subject to professional accreditation, the University's graduate attributes or the TLO (where they exist) is an appropriate starting point.

### 4.5 Study Component Learning Outcomes

4.5.1 The learning outcomes of a major and extended major are constructively aligned to those of the owning program.

4.5.2 In the case of a major and extended major where there is no identified owning program, the design of the major and extended major learning outcomes should be guided by the University's Graduate Qualities (refer to the Coursework Curriculum Design – Academic Policy section 6.3.3 for details of the graduate qualities and generic skills).

### 4.6 Course Learning Outcomes

4.6.1 Course learning outcomes are informed by:

- the relevant program learning outcomes and if applicable those of the major or extended major (if the course is contained within a major or extended major);
- the course's level of application of knowledge and skills (expressed in terms of Introductory, Developing or Graduate for undergraduate programs and Advanced and Specialised for postgraduate programs. (see section 7.4 for further explanation);
- the University's Graduate Qualities, in case, where it is unclear as to the "owning" program or the course is servicing multiple programs.

4.6.2 Course assessment is designed to provide evidence of student achievement of the learning outcomes; therefore a constructive alignment between course learning outcomes and assessment items must be shown.

#### 4.7 Embedding Aboriginal and Torres Strait Islander Knowledges and Perspectives

Students will be given opportunities to engage with Aboriginal knowledges and perspectives and Torres Strait Islander knowledges and perspectives in the curriculum.

#### 4.8 First Year Curriculum

The first year curriculum (the first year of a preparatory or undergraduate program) must be learning centred, support students transition to university, provide a foundation on which further learning must be built and be focussed on developing each learner's capabilities to succeed at University. The first year of a program's curriculum must explicitly focus on ensuring that students transition effectively into University study, regardless of their background.

#### 4.9 Differentiated program entry pathways

4.9.1 When designing a program, consideration should be given to whether differentiated program entry pathways are required, which recognise that students start a University program with a range of prior experiences and competencies. Clear and equitable criteria must be used to assess students' eligibility for differentiated program entry pathways. These could include:

- evidence of successful completion of relevant prior learning, and/or
- administration of an assessment item, e.g. test, practical exercise or presentation, that examines the student's competence

4.9.2 Differentiated program entry pathways must be explicit in the approved program requirements and may be managed by the use of exemption or multiple enrolment streams, or a combination of both of these processes.

4.9.3 Exemption constitutes the waiver of the requirement to complete a specific required course, but requires the student to complete another course towards the fulfilment of their program requirements. Exemptions do not reduce the amount of learning (units) required to achieve a qualification. Criteria for demonstrating equivalence for exemption from specific introductory level required courses must be set out in the program requirements. The University may develop an assessment item, such as an examination, practical exercise or presentation, that examines the majority of the learning outcomes of specific introductory level required courses, to assess a student's eligibility for exemption. The University may charge an administrative fee for such assessment.

4.9.4 Program designers may consider identifying introductory level required courses which are likely to duplicate learning outcomes for a portion of the program cohort. An example where exemptions may be offered is where students who have achieved a 'Very High Achievement' in Maths C in a Queensland secondary school (or interstate equivalent or an equivalent tertiary preparation qualification) would be substantially repeating course content for which they have already demonstrated mastery. Exemptions should not normally exceed more than 48 units variance from the standard program requirements.

4.9.5 Multiple enrolment streams may be used to set different core program requirements for one or more specific subsets of the student cohort, dependent upon assessment of entry level competency. For example, students who have studied a language to Year 12 at secondary school, would not be expected to commence at a beginner level in study of that language, so a program or study component may have different core courses for different students, depending upon entry level proficiency. Enrolment streams should not normally exceed more than 48 units' variance from the standard program requirements.

4.9.6 Differentiated program entry pathways are over and above the usual recognition for which any individual student may seek credit transfer based on evidence of prior learning, which is a key principle of the Australian Qualification Framework (AQF) Qualifications Pathways Policy. Refer to the Credit Transfer - Academic Policy.

#### 4.10 Program Design and Inherent Academic Requirements

On finalisation of a program's learning outcomes, the program development team must consider the learning outcomes in terms of inherent academic requirements and commence the process of developing the required statement. The draft statement must be reviewed in the context of course learning outcomes and assessment.

### 5. Program Structural Requirements

#### 5.1 Request for a variation to the program structural requirements

5.1.1 A request for a variation from any element of the program structural requirements can be made on the basis of pedagogically sound arguments consistent with the curriculum design principles.

5.1.2 A request for a variation is endorsed by the Head of School and referred to the Chair, Program and Course Committee for approval to proceed prior to new program development or making changes to existing programs.

## 5.2 Program

5.2.1 Programs are structured to meet the AQF requirements for the particular qualification level of the program.

5.2.2 A coursework program is composed of courses each of which is assigned a unit value (see Section 7.1). All coursework programs require a specified total of units to be successfully completed to qualify for the conferral of the relevant award.

Table 1: Total units required for completion of a Qualification Type

QUALIFICATION TYPE	AQF LEVEL	TOTAL UNITS REQUIRED FOR COMPLETION OF THE AWARD
Diploma	96 units	
Associate Degree	192 units	
Bachelor Degree (3 years)	288 units	
Bachelor Degree (4 years)	384 units	
Bachelor Honours degree Embedded (four years)	384 units	
Bachelor Honours degree - End-on	96 units	
Bachelor Honours degree - Embedded (differentiated pathway)	384 units	
Graduate Certificate	48 units	
Graduate Diploma	96 units	
Master Degree (Coursework)	192 units	
In a different discipline with a Bachelor degree (Level 7)		
Master Degree (Coursework)	144 units	
In a different discipline with a Bachelor Honours degree (Level 8)		
Master Degree (Coursework)	144 units	
In the same discipline with a Bachelor degree (Level 7)		
Master Degree (Coursework)	96 units	
In the same discipline with a Bachelor Honours degree (Level 8)		
Master Degree (Extended)	288 – 384 units	

## 5.3 Other forms of programs

### 5.3.1 Graduate Entry Bachelor Degree

(a) The Bachelor Degree (Graduate Entry) is specifically designed on the assumption that admission is the basis of a complete Bachelor Degree, sometimes in a specified discipline, it is often a shorter alternative to the standard degree for initial professional preparation.

(b) Students completing the Graduate entry program must have achieved the same learning outcomes as students undertaking the standard program. Courses or a block of courses that are being exempt on the basis of the entry requirement (the previously completed degree) must be identified as part of the program proposal.

### 5.3.2 Double Degree program

(a) Double degree programs are available at both the undergraduate and postgraduate levels.

(b) The University supports two models of double degree program:

(i) Concurrent model - The two degrees are undertaken concurrently, with the student graduating from both programs at the same time.

(ii) Sequential model - a combined qualification with a single entry point leading to the award of two qualifications at different AQF levels involving two USC programs. The two awards are undertaken sequentially and entry to the higher level program normally requires a student to progress at a particular Grade Point Average in the lower level program. The student graduates sequentially from the lower, then the higher level degree.

(c) On completion of a concurrent double degree, the student graduates from both programs at once, with an award for each of the two component programs.

(d) On completion of a sequential double degree, the student graduates sequentially from the lower AQF qualification, then the higher level qualification.

(e) The entry requirements for a concurrent double degree program must encompass the requirements for both component awards.

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(f) A double degree program must ensure that the learning outcomes for each of the component awards are met.

(g) Where courses are required in both component degree programs, these courses are used to satisfy the requirements of both degrees and must be identified as part of the accreditation documentation.

### 5.3.3 Nested suites of programs

Nested suites of two or more programs may be designed with specific credit transfer arrangements that allow the student to easily articulate between programs at different AQF levels. Arrangements for nested suites of programs are approved at the time of accreditation, and are subject to the following requirements:

(a) a nested suite comprises two or more programs in the same discipline area at different levels

(b) all required courses in a lower level program are included in all higher level programs

(c) a 100 per cent credit transfer arrangement exists between programs in a nested suite.

Entry to the higher level program may specify a minimum level of performance or require additional entry requirements, which will be specified at the time the program is accredited.

### 5.3.4 Named Variants of Generic Degrees

A named variant may be developed as a separate program with a structure that includes requirements that are consistent with the requirements of a Major or Extended Major available within the associated generic degree.

Although identified as a separate program, a named variant must remain consistent with the requirements of the generic degree from which it was created.

## 5.4 Specific structural requirements for undergraduate programs

In an undergraduate program, the following structural requirements must be addressed:

(a) The University supports two structural models for bachelor degree programs:

- A “lock step” approach, a fixed structure or required discipline studies, with the option to have up to 48 units of discipline electives, selected from a maximum of 24 units of courses per elective slot.
- A “study component” approach, which includes discipline choice through the use of Majors, Extended Majors and Minors.

(b) Bachelor degree program structures must ensure that students undertake a maximum of 120 units of introductory studies across the program. In the instance of a double degree, a case can be made at accreditation for this number to be exceeded.

(c) To assist with the transition experience for commencing students, all undergraduate programs must include 48 units of introductory studies (Level 100 coded courses) in a program’s commencing semester(s). In “lock step” and “study component” approaches, the introductory studies must include any required university core course. In a “lock-step” program this may include a free elective (see (d)) provided the choice is restricted to introductory courses; for a “study component” program, one introductory course from the program’s study components may be included.

(d) All Bachelor degree programs, must provide students the opportunities for interdisciplinary study through free electives. Free electives are intended to provide students with the opportunity to take courses from outside of the discipline area of the program and add breadth to their undergraduate experience. In a bachelor degree a minimum of 48 units and a maximum of 96 units are available as free electives, unless constraints are imposed by external accreditation requirements.

(e) All bachelor degree programs, must provide an opportunity for students to develop and improve their employability skills by including one or more employability/WIL experience courses. The required course must be either a placement, industry-based project, simulated work integrated learning project or another type of course specifically designed to assist students to increase their essential employability skills and therefore their opportunities for employment.

### 5.4.1 Employability Experience

An Employability Experience can take several forms, including:

- A Workplace and Industry PLACEMENT as defined in the Work Integrated Learning – Academic Policy;
- A group or individual project addressing a contemporary topic, ideally identified by an industry partner, who frames and contributes to the assessment of the project outcomes (A Workplace and Industry COMPONENT as defined in the Work Integrated Learning – Academic Policy);
- A research project (SRP) that provides the student with experiences and skills that will enhance their employability in their discipline; or
- A specifically designed capstone course that assists the student’s transition to the workplace, by providing the student with the opportunity to reflect on the skills, discipline knowledge and life experiences gained in or during their degree studies and how these relate to their employability skills.

Reflecting the ‘Constructively Aligned’ principle, the essential skills and knowledge required for students to undertake the placement or project courses must be developed in the courses leading up to the Employability Experience.

An Employability Experience is a program requirement (which must be undertaken by all students in the program) and can range between 12 and 36 units and is normally positioned to be undertaken in the final year of a student's studies. In a program containing study components, additional Employability Experiences can also be included as part of these study components.

For a double degree, the Employability Experience in each degree is recommended but is only required to be in one of the component degrees.

## 6. Study Components

6.1 Five types of study components may be included in a program - Major, Extended Major, Minor, Extended Minor and Specialisation. A Specialisation for postgraduate programs only.

6.2 All study components completed as a requirement of a program appear on the student's Official Statement of Academic Record. Study components completed as part of "free electives" in a program structure are not recorded on a student's academic record.

6.3 As part of the accreditation process, a program with a structure that requires the completion of one major or extended major from an identified set, a School, can request that the completed study component appears on a student's testamur.

6.4 Only study components that are currently accredited as a requirement for a program will be recorded on a student's Official Statement of Academic Record. Study components, undertaken by a student at another institution, completed either by cross-institutional studies or recognised for credit at USC will not be recorded on a student's Official Statement of Academic Record, unless the studies are relevant to a required study component approved for that program.

6.5 The study component should be designed to add depth or breadth to the discipline studies and build on the required studies. Therefore, a study component identified as part of a program should not normally contain courses that are also listed as being required discipline studies in that program. In instances where study components are shared between programs, there cannot be more than 12 units in common between a minor identified for a program and the required set of courses for that program, and there cannot be more than 24 units in common between a major or extended major identified for a program and the required set of courses for that program.

### 6.5 Major

(a) A Major must be designed to be included in an identified program or programs, and must have clearly stated learning outcomes, that are aligned with the program's learning outcomes. The courses included in a major must contribute to the program meeting all four of the Curriculum Design principles.

(b) A Major consists of 96 units, with 72, 84 or 96 units of required courses. Where a Major has 72 or 84 units of required courses then the optional units are to be chosen from a specified set of 48 or 24 units respectively. The optional units must be from existing required courses in other programs, or study components.

(c) A Major may be designed to either build on introductory courses, with all courses in the Major being at the Developing or Graduate levels (Refer to Table 2); or may include up to 24 units of introductory courses within the Major itself. The balance of introductory, developing and graduate courses must ensure the program can meet the relevant AQF level.

(d) A Major may contain a maximum of 24 units of Introductory level courses.

(e) Any overlap between any two Majors is restricted to 24 units.

### 6.6 Extended Major

(a) An Extended Major must be designed to be included in an identified program and has clearly stated learning outcomes, which align with the program's learning outcomes.

An Extended Major consists of 144 units of required courses.

(b) The Extended Major must be designed to either:

- add further depth to a Major. The 144 units of the Extended Major must include the 96 units required to be completed for the Major, plus 48 units of specified additional courses; or
- be a stand-alone 144 units component that has no direct relationship to a major or minor.

(c) An Extended Major may contain a maximum of 24 units of Introductory level courses.

### 6.7 Minor

(a) A Minor consists of 48 units of specified courses and minors do not contain elective choice.

(b) A Minor must not include more than 12 units of studies contained in other minors.

(c) There are two structures for minors:

- General; and
- Advanced

(d) A general Minor must be free standing and must not include courses that require pre-requisites outside those included in the minor.

(e) A general Minor must not include more than 24 units of introductory level courses.

(f) An advanced Minor is specifically designed for a program or group of programs and can include courses that require pre-requisites outside those included in the minor.

(g) An advanced Minor cannot include any introductory level courses.

## 6.8 Extended Minor

- The structure of an Extended Minor is designed to meet the requirements in an identified program.
- An Extended Minor consists of 72 units of courses that provide a coherent and rigorous enquiry in a single discipline.

## 6.9 Specialisation

(a) A specialisation may be included in a Master Degree, a Graduate Diploma or a Graduate Certificate.

(b) A specialisation comprises of at least 48 units of study that provide a coherent and rigorous enquiry in a single discipline or interdisciplinary area of study.

## 6.10 Eligibility for Study Components

6.10.1 A student is normally only eligible for recognition of the study components he/she nominates as part of the enrolment process.

6.10.2 Only the highest level of studies is recognised on an Official Statement of Academic Record; for example, a student in the Bachelor of Creative Writing would not be eligible for the major or minor in Creative Writing, although completing the requirement for these study components. Equally a student who has completed an English major would not be eligible for the minor in English.

## 6.11 Approval and Ownership of Study Components

Ownership of study components will be tied to a program using one of the following criteria:

- (a) the program for which the study component was specifically designed to support or extend that program's learning outcomes; or
- (b) the program that has the most direct discipline relationship.

## 7. Courses

### 7.1 Course Unit Values

Courses are assigned one of the following unit values: 6, 12, 24, 36 or 48.

### 7.2 Course Coding

Courses are allocated a six digit code, which identifies the course's discipline area, course level and individual numeric. The codes are requested by the owning School and allocated as part of the course approval process.

### 7.3 Course Discipline code

A three digit alpha code is used to identifier the discipline area of the course. The list of discipline codes is updated on a regular basis to reflect new areas of studies offered by the University.

### 7.4 Course Level Codes

Courses are sequenced to foster progressive and coherent achievement of expected learning outcomes. In order to indicate the level of knowledge, skill and the application of knowledge and skill and whether the course is offered in an undergraduate or postgraduate program, courses are normally identified at one of the following levels:

Table 2: Course Levels

PROGRAM LEVEL	COURSE AND ASSESSMENT LEVEL	DESCRIPTION	COURSE CODE LEVEL
Undergraduate	Introductory	Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.	100 Level
Undergraduate	Developing	Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.	200 Level
Undergraduate	Graduate	Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary.	300 and 400 Levels

Normally undertaken in the third or fourth full-time study year of an undergraduate program.

Postgraduate	Advanced	Engaging with new discipline knowledge and skills at an advanced level or deepening existing knowledge and skills within a discipline. Independent application of knowledge and skills in unfamiliar contexts.	500 Level
Postgraduate	Specialised	Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.	600 and 700 Levels

## 7.5 Course Ownership

Normally courses will have an identified owning program. The learning outcomes for each required course are aligned to the program learning outcomes for the program. Where a course is designed to be included in multiple programs, the University's graduate attributes (refer to the Coursework Curriculum Design – Academic Policy section 6.3.3 for details of the graduate qualities and generic skills) must be used to guide the development of the course's learning outcomes.

## 7.6 Course student workload

The learning hours assigned to a course are based on one unit equalling 12.5 learning hours. This reflects the time spent on structured learning activities for the course, the number of hours apportioned to self-directed learning and the completion of assessable tasks.

Table 3: Courses – Learning Hours

UNIT VALUE OF COURSE	LEARNING HOURS	UNIT VALUE OF COURSE	LEARNING HOURS
6 unit course	75	24 unit course	300
12 unit course	150	48 unit course	600

7.7 Courses will normally be designed on the basis of the total learning hours specified in Table 3. These hours apply regardless of the method of course delivery.

## 7.8 Parallel Teaching – Undergraduate Courses in Postgraduate Programs

7.8.1 Graduate Certificate, Graduate Diploma and Master programs may include courses based on Developing and Graduate level undergraduate courses taught in parallel, provided that the following conditions apply:

- The corresponding postgraduate course is identified as a separate course (different course code and Course Outline).
- The corresponding postgraduate course is offered with additional or separate delivery, tutorials and discussions.
- The corresponding postgraduate course include additional or separate assessment tasks with appropriate criteria that acknowledge the different expectations, Learning Outcomes, prior knowledge and life experiences of a student undertaking an AQF Level 8 or 9 program.
- Normally, the unit value of the courses taught in parallel with undergraduate courses does not exceed 48 units of a Graduate Certificate, Graduate Diploma or Master Degree program (1 year or 1.5 years duration) or 96 units of a two year Master degree.

7.8.2 In cases where a course is taught in parallel with an undergraduate course then this arrangement must be clearly identified in the postgraduate version of the Course Outline.

7.8.3 In regard to 7.8.1 (d) the 48 units which could be taught in parallel with undergraduate courses represent the whole of a Graduate Certificate, half of a Graduate Diploma, or the equivalent of a full-time semester of a Master Degree (Coursework) program. The 48 units limited can be exceeded where the postgraduate program is providing "entry to the profession".

7.8.4 In the case of nested postgraduate programs, the 48 unit limit applies to the complete nested package not to each of the individual programs.

## 7.9 Requisite courses

7.9.1 A prerequisite course encompasses specific knowledge and skills the student needs to possess in order to progress to a subsequent nominated course. As such, it must be completed prior to undertaking the subsequent course.

7.9.2 Corequisite course encompasses specific knowledge and skills that complements the knowledge gained in a nominated co-requisite course. As such, it must be successfully completed prior or studied concurrently with the nominated co-requisite course. Corequisites are restricted to courses only in professional accredited programs.

7.9.3 An anti-requisite course contains substantially equivalent content and learning outcomes to the course for which it is nominated as an anti-requisite, such that it is not in the student's best interest to complete both courses. An anti-requisite condition may also be applied where a course has changed its code but the content remains essentially equivalent to that contained within the original course.

7.9.4 Restrictions on the identification of prerequisite courses

The number of listed prerequisites is restricted as follows:

(a) Introductory courses – no prerequisite courses, unless the two introductory courses are directly related, for example Mathematics A and B; or there is a professional accreditation requirement, for example certain course completed before undertaking a first placement.

(b) All other courses – are limited to two prerequisites per course and the number of courses identified for each prerequisite is two, for example the requisites for NUR242 are (NUR142 or **NUR141**) and (**LFS112** or **HLT100**). Prerequisites should be avoided unless there is a clear pedagogical justification for having a pre-requisite.

END

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#### RELATED DOCUMENTS

Assessment: Courses and Coursework Programs - Academic Policy

Assessment: Courses and Coursework Programs - Procedures

Course Approval, Change and Discontinuation - Procedures

Coursework Curriculum Design - Academic Policy

Enrolments and Graduation - Procedures

Learning and Teaching - Academic Policy

Program Accreditation and Course Approval - Governing Policy

Program Accreditation, Change and Discontinuation - Procedures

Program Review - Procedures

Work Integrated Learning - Academic Policy

Work Integrated Learning (Placement) - Procedures

#### LINKED DOCUMENTS

Coursework Curriculum Design - Academic Policy

#### SUPERSEDED DOCUMENTS

Coursework Program and Awards - Academic Policy|Undergraduate Programs and Awards - Procedures|Postgraduate Programs and Awards - Procedures

#### RELATED LEGISLATION / STANDARDS

Australian Qualifications Framework

Higher Education Standards Framework (Threshold Standards) 2015 (Cth)

National Code of Practice for Providers of Education and Training to Overseas Students 2018