Undergraduate and Postgraduate Coursework Courses Procedures  
(for courses starting with alpha course code)

**Purpose:**

1.1 The purpose of these procedures is to set out the minimum requirements for developing and administering undergraduate and postgraduate coursework courses at the University of Canberra (UC). These procedures support the [Strategic Plan](#), the [Students and Education Plan](#) and the [Course Policy](#).

**Scope:**

2.1. These Procedures apply to all courses starting with an alpha course code. For courses starting with numeric codes, the [Undergraduate Courses Procedure](#) and [Postgraduate Coursework Procedures](#) should be referred to.

2.2. These procedures cover the following awards offered by the University, in accordance with the Australian Qualifications Framework (AQF):

- diploma (AQF level 5);
- associate degree (AQF level 6);
- bachelor degree (AQF level 7);
- graduate certificate (AQF level 8);
- graduate diploma (AQF level 8);
- masters degree (coursework) (AQF level 9); and
- masters degree (extended) (AQF level 9).

2.3. These procedures provide minimum requirements for developing and administering the following:

   a. stand-alone degrees;
   b. clustered qualifications, including articulated diplomas, associate degrees and/or bachelor degrees,
and horizontal double degrees; and

2.4. More demanding requirements may be specified for a particular course or sequence. Requirements for individual courses are also stated in the Determination of Program/Course Particulars for each program/course.

PROCEDURE:

3. Undergraduate Coursework Courses

Key requirements

3.1 When designing, revising or administering an undergraduate course, the following parameters need to be considered.

3.1.1 The academic requirements, which may include:

a. required components, including major(s), minor(s) or stand-alone units; and

b. restricted elective components.

3.1.2 Achievement of course learning outcomes at the corresponding AQF level must be demonstrated through assessment criteria in required components and restricted elective components.

3.1.3 The design of courses must ensure that the curriculum is mapped to learning outcomes that correspond to the relevant AQF level 5 – 8.

<table>
<thead>
<tr>
<th>AQF level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning.</td>
</tr>
<tr>
<td>6</td>
<td>Graduates at this level will have broad theoretical and technical knowledge of a specific area or a broad field of work and learning.</td>
</tr>
<tr>
<td>7</td>
<td>Graduates at this level will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.</td>
</tr>
<tr>
<td>8</td>
<td>Graduates at this level will have advanced theoretical and technical knowledge in one or more disciplines or areas of practice.</td>
</tr>
</tbody>
</table>

3.1.4 Requirements for courses that are available to international students must meet minimum requirements under the Education Services for Overseas Act 2000 (ESOS Act), for example no more than one third of units can be delivered by online or distance learning.

3.1.5 Consideration may be given to accrediting courses leading to diplomas and associate degrees that:

a. are in specialised or paraprofessional areas where there is demand for a shorter qualification with the option of immediate employment and further study to complete a related higher award;

b. enhance flexibility and pathways for students and broaden educational offerings to meet the needs of the professions, industry and workplace; and

c. articulate with bachelor programs at UC or other higher education providers, or are designed as exit awards only from higher level UC undergraduate courses.
3.1.6 Course design should encourage entrepreneurship and advance student’s knowledge of particular disciplines and fields of study, which can be aligned to a career path or profession.

3.1.7 Staff should refer to the Indigenisation of the Curriculum Action Plan when designing curriculum for courses.

3.2 Characteristics of undergraduate coursework courses

3.2.1 Undergraduate courses are normally designed for the admission of students with no prior experience of higher education.

3.2.2 Bachelor degree courses sit within a Program. The naming convention may be varied on a case by case basis, for example to meet accreditation and/or market requirements.

3.2.3 Diploma courses at UC will provide students with academic foundation skills for further learning consistent with AQF level 5 criteria.

3.2.4 Where diploma, associate degree and bachelor degree courses form an articulated pathway their components will be inter-related.

Components of undergraduate courses

3.2.5 Successful completion of required components and restricted elective components within a course recognises achievement of the course learning outcomes, which are designed to meet or exceed AQF level 7 descriptors.

Units

3.2.6 Introductory units, intermediate units and Advanced units are included in undergraduate courses to scaffold the student learning journey.

Majors

3.2.7 Every bachelor degree will have one Core Major of 24 credit points, and a minimum of one Specialisation Major of 24 credit points.

3.2.8 Approval to vary this requirement or include additional required course components in a bachelor degree can be sought in instances where professional accreditation requirements dictate differing course structures.

3.2.9 Required majors will appear on student transcripts if the student has completed the major in accordance with the course requirements

3.2.10 A student who has completed additional major(s) may nominate to have it (them) appear on their transcript.

Minors

3.2.11 Diploma courses may require a minor.

3.2.12 Associate degree courses will require at least one minor.

3.2.13 Minors do not appear on student transcripts.

Electives

3.2.14 Undergraduate courses may include a limited amount of credit points of restricted elective units.

3.2.15 Where the total credit points for required components and restricted elective components is less...
than the total credit points for the degree, remaining credit points are accrued through open electives.  

3.2.16 Elective capacity may be limited in courses designed for professional accreditation or in combined courses. Exceptions for single bachelor courses require a rationale and specific approval by Academic Board.  

3.2.17 Electives are encouraged to include work integrated learning (WIL) or study abroad units.

### 3.3 Co- and pre-requisites, and assumed knowledge

3.3.1 The only co-requisite of a Core Major is enrolment in a specified course.  

3.3.2 Individual units in a Core Major, a Breadth Major or a minor should not have co-requisites or pre-requisites of units outside the major/minor.  

3.3.3 Individual units in a Specialisation Major may have co-requisites or pre-requisites of units of the relevant Core Major.  

3.3.4 Unit pre-requisites and co-requisites may be waived by the unit convener responsible for the unit.  

3.3.5 An advanced level capstone unit, which is typically completed in the student’s final semester as part of the Core Major, requires completion of the other professional units of the Core Major as a pre-requisite.

### 3.4 Relationships between undergraduate courses

**Clustered courses and awards**

3.4.1 In articulation arrangements at undergraduate level, completion of a lower level award can provide both admission and credit towards the higher award(s). Students who complete the lower qualification can move into a linked higher-level course in the same or closely related discipline with full credit, or into a less closely related course with less credit.  

3.4.2 Where a course is linked to a higher-level course in the same or similar discipline at UC (in a clustered or nested arrangement), successful completion of the lower course will guarantee entry to the related higher course, taking into account academic policy and specific course requirements.  

3.4.3 When qualifications are clustered, academic requirements of higher-level courses must be considered when designing related lower level courses.  

- a. academic requirements for a diploma may be similar to the first year of a UC bachelor course;  
- b. academic requirements for an associate degree may be similar to the first two years of a UC bachelor course; and  
- c. units in lower level courses should form the foundation of majors and minors in linked higher courses.  

3.4.4 Awards for undergraduate degrees are subsumable where academic requirements for the lower level award enable full credit in the higher-level course. Students who meet academic requirements for a lower level award may exit from the higher-level course with the subsumable award. This relationship will be stated in the Determination of Course Particulars for all relevant courses.  

3.4.5 Where a lower-level award is created as an exit point only from a higher award, no stand-alone course is established. Students who complete the appropriate number of credit points, including requirements that may be specified in the higher course, may exit with a lower award in the relevant field. Learning outcomes for the exit award must be defined in the accreditation document for the higher-level course to demonstrate that the exit award meets the AQF specification for the qualification type.

**Horizontal double degrees (leading to two bachelor awards)**

3.4.6 The purpose of a horizontal double degree, leading to two bachelor awards is, in general, the aggregate of the purposes of the two component courses together with the greater breadth of professional knowledge and skills and generic skills obtained by undertaking the combination.
3.4.7 Horizontal double degree courses must contain the required components of the individual courses from which the combined course is constructed. Exceptions to this require a rationale and approval by Academic Board. The restricted elective components of each course should be included in the combined course to the extent possible and appropriate for the relevant award.

3.4.8 Horizontal double degree courses must require that students complete a minimum of an additional 24 credit points above the requirements of the longer of the two individual degree courses.[2]

3.4.9 Proposals for combined courses leading to formal double degrees must be approved by both faculties where two faculties are involved.

3.4.10 Horizontal double degree requirements include:
   a. completion of two Core Majors (with the exclusion of the Professional Orientation unit which only needs to be completed once, the available credit points can be replaced with completion of an open elective) one from each Program;
   b. completion of two Specialisation Majors, one from each Program.

3.4.11 Wherever possible, students enrolled in a double bachelor course, leading to a double degree, will be allowed to apply for course completion for one course and be conferred with the corresponding award before completing the total requirements of the combined course.

3.5 Volume of learning and duration of undergraduate courses

3.5.1 The standard duration for undergraduate courses are detailed below. A longer course may be accredited for a specific purpose.

<table>
<thead>
<tr>
<th>Award</th>
<th>Volume of learning of the course (in EFTSL[3])</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>1 year (24 credit points)</td>
</tr>
<tr>
<td>Associate degree</td>
<td>2 years (48 credit points)</td>
</tr>
<tr>
<td>Bachelor</td>
<td>3 years (72 credit points)</td>
</tr>
<tr>
<td>Double Bachelor</td>
<td>4 years (96 credit points) [4]</td>
</tr>
</tbody>
</table>

3.5.2 Courses must be completed within a reasonable time of commencement to ensure graduates’ knowledge and skills in the discipline are current; shorter periods than the following may be stipulated for individual courses.

<table>
<thead>
<tr>
<th>Volume of learning of the course (in EFTSL)</th>
<th>Standard maximum period of time to complete the course (from initial enrolment to completion including periods of approved leave)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year (24 credit points)</td>
<td>4 years from date of enrolment to date of course completion</td>
</tr>
<tr>
<td>2 years (48 credit points)</td>
<td>6 years from date of enrolment to date of course completion</td>
</tr>
</tbody>
</table>
4 Postgraduate Coursework Courses

Key requirements

4.1 Purpose of a postgraduate coursework course or sequence

4.1.1 A postgraduate coursework course or sequence will introduce a graduate student to study in a new discipline or extend study in a field or discipline beyond undergraduate level and will broaden or deepen students’ knowledge and skills.

4.1.2 UC courses comply with AQF specifications including the purposes and learning outcomes of each qualification type.

4.1.3 Courses will reflect the University’s professional education focus and enable students to attain attributes expected of UC graduates, as described in the Graduate Attributes Policy and the UC Strategic Plan 2018-2022, Distinctive by Design.

4.1.4 Graduate certificates and graduate diplomas share the same statements of purpose in the AQF. Learning outcomes differ in that graduate certificates reflect ‘specialised knowledge’ and graduate diplomas reflect ‘advanced knowledge’.

4.1.5 The coursework masters degree and coursework masters degree (extended) have the same statements of purpose in the AQF. The masters degree (extended) places particular emphasis on preparing graduates to engage in a profession.

4.1.6 Coursework masters degrees can be designed as specialist masters or transitional masters.

4.1.7 A specialist masters is designed for students with a bachelors degree in related fields/disciplines. This masters is typically 36 credit points.

4.1.8 A transitional masters is designed for students with a bachelors degree in unrelated fields/disciplines. This masters is typically 48 credit points.

4.1.9 The Juris Doctor course at UC is a masters degree (extended) under the AQF. The AQF Qualifications Issuance Policy permits the award title ‘Juris Doctor’ for a masters degree (extended) for legal practice. Refer to the AQF for additional information.

4.1.10 Australian Qualification Framework (AQF) level descriptors 8 and 9:

<table>
<thead>
<tr>
<th>AQF level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Graduates at this level will have advanced theoretical and technical knowledge in one or more disciplines or areas of practice.</td>
</tr>
<tr>
<td>9</td>
<td>Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.</td>
</tr>
</tbody>
</table>

4.1.11 Requirements for courses that are available to international students must meet minimum requirements under the Education Services for Overseas Act 2000 (ESOS Act), for example no more than one third of units can be delivered by online or distance learning.
4.2 Admission to postgraduate coursework courses

4.2.1 The Admission Policy for Undergraduate and Postgraduate Coursework Courses and related Procedure provide guidelines for alternative entry to postgraduate courses on the basis of recognition of prior learning, equivalent graduate status and other grounds. When the basis for admission includes an equivalent to formal study, the learning (e.g. from professional experience) must be in a field relevant to the course to which admission is sought.

4.3 Credit and minimum amount of required study at UC

4.3.1 Credit provisions for postgraduate courses are set out in the Credit Procedures.

4.3.2 Under the University of Canberra Courses and Awards (Courses of Study) Rules 2013, to be eligible for the award of a graduate certificate, graduate diploma or masters by coursework, a student must obtain at least 12 credit points towards the academic requirements of that award through study at UC. For a masters degree (extended) a student must obtain at least 24 credit points towards the academic requirements of that award through study at UC.

4.3.3 External credit may be granted for up to the remaining credit points in a course within limits of the Credit Procedures.

4.4 Course sequences

4.4.1 In a postgraduate coursework sequence (consisting of a graduate certificate and/or graduate diploma and/or masters degree), admission requirements for all courses would normally be the same and academic requirements of the lower level course(s) would be part of the requirements of the higher level course(s) unless otherwise stated in the Determination of Course Particulars for the relevant course.

4.4.2 Awards in a postgraduate coursework sequence are subsumable where academic requirements for the lower level award enable full credit into the higher level course. Students who meet academic requirements for a lower level award may exit from the higher-level course with the subsumable award. This relationship will be stated in the Determination of Course Particulars for all relevant courses.

Vertical Degree Pathway

4.4.3 A vertical degree pathway identifies a study pattern that will enable students to gain a bachelor degree and a masters degree in a reduced duration.

4.4.4 Students following a vertical pathway will complete their bachelor degree before enrolling in their masters degree.

4.4.5 Students following a vertical degree pathway will commence taking G units during their bachelor degree, which will contribute to their masters degree.

4.4.6 The University supports specialist masters vertical pathways and transitional masters vertical pathways.

4.4.7 The specialist masters vertical pathway allows students undertaking a bachelor degree to commence units towards a masters in a related field/discipline in their third year of study. This allows for 12 credit points of G/PG level units as open electives in the undergraduate degree and an additional 24 credit points following completion of the undergraduate degree.

4.4.8 The transitional masters vertical pathway allows students undertaking a bachelor degree to commence units towards a masters in an unrelated field/disciplines in their second year of study. This allows for 24 credit points of G/PG level units as open electives in the undergraduate degree and an additional 24 credit points following completion of the undergraduate degree.
4.4.9 Definitions of a ‘related’ field/disciplinary area are an academic decision.

4.4.10 Students in a specialist masters vertical pathway commence studying G level units that will contribute to their masters degree in the third year of their bachelors degree.

4.4.11 Students in a transitional masters vertical pathway commence studying G level units that will contribute to their masters degree in the second year of their bachelors degree.

4.4.12 Students who wish to study G or PG units while enrolled in a bachelors degree may be required to meet minimum academic and other standards.

4.4.13 If a student is following a vertical degree pathway, they may need to meet the minimum academic and other standards, as detailed in the course particulars, in order to enrol into the postgraduate component of the vertical pathway. Admission into the postgraduate course may require that minimum standards have been confirmed (undertaken through assessment of a student’s Grade Point Average or Weighted Average Mark). The point at which this is confirmed will differ by degree course and must be stated in the Determination of Course Particulars for the postgraduate degree.

4.4.14 Admission to postgraduate courses from an undergraduate course which forms part of a vertical degree pathway must also ensure the relevant IELTS requirements (or equivalent) are met. These should be detailed in Determination of Course Particulars and must meet the standards set in the Admission Policy for Undergraduate and Postgraduate Coursework Courses and the associated Procedure.

4.5 Course design and course components

4.5.1 In accordance with the AQF specification, as a masters (extended) course is designed to prepare graduates for a profession, the practice-related learning component of the course must be developed in consultation with a relevant professional, statutory or regulatory body.

4.5.2 A significant component of a masters (coursework) course that prepares students for a profession will be developed to meet professional body requirements.

4.5.3 Postgraduate courses may include streams or specialisations as options for students.

4.5.4 A vertical degree pathway will allow students to study combined courses at undergraduate and postgraduate level, giving students the opportunity to develop foundational and introductory knowledge, which deepens and broadens as they move into the postgraduate component. This then provides students with specialist knowledge of their disciplinary area.

4.5.5 All masters courses must be designed with components of study which embed work integrated learning and connections with the relevant and associated professions and industries.

4.5.6 Pathways from undergraduate degrees into postgraduate courses should be designed to be as flexible as possible.

Research Components

4.5.7 The AQF requires coursework masters degrees to include a research dimension. To meet AQF requirements, UC masters (coursework) and masters (extended) courses will include the equivalent of at least 3 credit points training in research skills (normally but not necessarily as a separate unit) and a minimum of 3 credit points independent research project work.

4.5.8 The following UC definitions provide guidance in relation to AQF requirements for research outcomes in coursework masters degrees:

a. A capstone experience is usually at the end of a course and provides a reflective opportunity that helps students to integrate what they have learnt over the course of their degree and/or prepares them for transition to the next phase of their development, typically either professional practice or further study. (For example, preparation of a professional portfolio or a work-integrated learning activity, either work-based or simulated).

b. A piece of scholarship is work that involves critical review, synthesis and evaluation, and is in a form
appropriate for exchange and use by other members of the scholarly/professional community. (For example, a critical review of literature or practice).

c. A research-based project contributes to the advancement of knowledge, involving some independent research activity and supervisory assistance.

4.5.9 A research project in a postgraduate coursework course will normally be no more than 25 per cent of the total credit points of the course.

4.5.10 Research units in a postgraduate coursework course are G or PG level.

4.6 Unit levels

4.6.1 Units of study in postgraduate coursework courses are (see also Definitions):
   a. G (Graduate) level, considered as foundational;
   b. PG (Postgraduate) level, considered to be advanced; and
   c. Research (R), including professional or project-based as well as research-related.

4.6.2 The level of units in a postgraduate coursework course or sequence is determined by its purpose, if intended to:
   a. introduce a graduate student to study in a new discipline (to broaden knowledge and skills), the course will include some units at G level.
   b. extend study in a field or discipline beyond undergraduate level (to deepen knowledge and skills) the course will normally contain a majority of units at PG level.

4.6.3 A graduate certificate course that introduces students to a new discipline would normally include at least 12 credit points at G level. A course that builds on a previous qualification in the same discipline would consist predominantly of PG level units.

4.6.4 A graduate diploma course that introduces students to a new discipline will include at least 12 credit points at G level. A course in the same discipline as the preceding qualification will consist predominantly of PG level units.

4.6.5 Masters degree (coursework) courses will include a minimum of 24 credit points of units at PG level. A coursework masters course that introduces students to a new discipline will include at least 12 credit points at G level. A course in the same discipline as the preceding qualification will include predominantly PG level units.

4.6.6 The 12 credit points minimum amount of study to be undertaken at UC for a masters by coursework degree must be at PG level.

4.6.7 Masters degree (extended) courses will include a minimum of 24 credit points of units at PG level.

4.6.8 Vertical degree pathways may work towards a 36 or 48 credit point masters degree. They will include a minimum of 24 credit points at PG level.

4.7 Volume of learning and duration

4.7.1 The amount of study required to obtain a postgraduate coursework award will be determined for each course according to the purpose of the postgraduate course or sequence and AQF volume of learning guidelines and learning outcome specifications for each award type.

4.7.2 In general, courses that introduce a student to study in a new discipline require the maximum volume of learning specified in the AQF range for the award type.

4.7.3 Where the volume of learning is less than the maximum indicated by the AQF, the academic rationale for the variation must demonstrate that learning outcomes of the course are appropriate for the AQF qualification type, level and the discipline, and that students are able to achieve all learning outcomes in the time available.

4.7.4 The volume of learning of a graduate certificate in the AQF is typically 0.5 – 1 year (12 to 24 credit points at UC). Provided the course design demonstrates that it meets the AQF level 8 criteria and graduate
certificate learning outcomes, the standard duration of a graduate certificate course at the University of Canberra is 0.5 year (12cp).

4.7.5 The volume of learning of a graduate diploma in the AQF is typically 1 to 2 years (24 to 48 credit points at UC). Provided the course design demonstrates that it meets the AQF level 8 criteria and graduate diploma learning outcomes, the standard duration of a graduate diploma course at the University of Canberra is one year (24cp).

4.7.6 The volume of learning of a masters degree (coursework) is typically 1 to 2 years (24 to 48 credit points at UC). The volume of learning of a course will depend on both its purpose and its admission requirements.

4.7.7 If the purpose of the masters degree qualification is to deepen knowledge and skills gained from earlier study, the volume of learning will be:
   a. 36 credit points following a level 7 qualification (bachelor degree);
   b. 24 credit points following a level 8 qualification (bachelor honours degree, graduate certificate or graduate diploma).

4.7.8 If the purpose of the masters degree qualification is to broaden knowledge and skills, the volume of learning will be:
   a. 48 credit points following a level 7 qualification (bachelor degree);
   b. 36 credit points following a level 8 qualification (bachelor honours degree, graduate certificate or graduate diploma).

4.7.9 A masters course for deepening purposes (extending study in the same discipline as the preceding undergraduate qualification) may exceed 36 credit points if required for professional accreditation or other reasons.

4.7.10 The volume of learning of a masters degree (extended) is typically 3 to 4 years (72 to 96 credit points) following the completion of a minimum 3 year bachelor qualification.

4.7.11 A shorter duration may be appropriate when:
   a. the qualification on which admission is based is in the same discipline (or sufficient commonality of discipline is established to Academic Board satisfaction), and the course is designed to deepen rather than broaden students’ knowledge, skills and application; or
   b. substantial relevant professional experience is part of admission requirements (the nature and level of the work experience required, with examples if possible, should be specified in the Determination of Course Particulars); or
   c. shorter duration is justified on other academic grounds, such as through the vertical degree pathways.

4.7.12 Courses at the same level may be combined, subject to relevant course policies and the Credit Procedures. In a cluster of qualifications at the same level, some rationalisation of the volume of learning may be justifiable.[5].

Proposals to combine masters (coursework) courses must require students to complete a minimum of an additional 24 credit points of work above the requirements of the longer of the two courses.

4.7.13 Courses must be completed in reasonable time to ensure graduates’ knowledge and skills in the discipline are current. The maximum time students may take to complete a qualification may vary from course to course depending on the volume of learning of the course and professional or disciplinary requirements. Maximum periods less than the following will be recorded on the Determination of Course Particulars for a course:

<table>
<thead>
<tr>
<th>Volume of learning of the course (in EFTSL)</th>
<th>Standard maximum period of time to complete the course (from initial enrolment to completion including periods of approved leave)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5 year (12 credit points)</td>
<td>3 years from date of enrolment to date of completion</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>1 year (24 credit points)</td>
<td>4 years from date of enrolment to date of course completion</td>
</tr>
<tr>
<td>1.5 years (36 credit points)</td>
<td>5 years from date of enrolment to date of course completion</td>
</tr>
<tr>
<td>2 years (48 credit points)</td>
<td>6 years from date of enrolment to date of course completion</td>
</tr>
<tr>
<td>3 years or longer (72 credit points or above)</td>
<td>10 years from date of enrolment to date of course completion.</td>
</tr>
</tbody>
</table>

[1] Admission to some courses may be restricted by quotas, availability of professional placements etc.
[2] For example, a combined course consisting of two 72 credit point courses requires a total of 72+24=96 credit points. A combined course consisting of a 4-year degree course and a 3-year degree course requires 96+24=120 credit points. Some combined courses, such as those with Law, require an additional 48 credit points.
[3] EFTSL – Equivalent Full-Time Student Load
[4] Four-year bachelor courses with embedded honours are at AQF level 8 and are covered in the Honours Courses Procedures

[5] AQF Explanations: Clustered qualifications, November 2012. For further UC guidance on relationships between courses and at postgraduate level.

**ROLES AND RESPONSIBILITIES:**

<table>
<thead>
<tr>
<th>Who</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Board</td>
<td>• Accredits courses and approves course components</td>
</tr>
<tr>
<td></td>
<td>• Approves exceptions in relation to open electives</td>
</tr>
<tr>
<td></td>
<td>• Approves exceptions in relation to required components of combined bachelor degree courses.</td>
</tr>
<tr>
<td>Unit Convener</td>
<td>• May waive unit pre-requisite and co-requisites.</td>
</tr>
</tbody>
</table>
| Program Directors | • Ensure coherence of courses within their programs, including vertical degree pathways  
• Manage courses within their program/s and are responsible for the student experience within their program/s  
• Approve program level units and majors, prior to faculty board and Academic Board approval  
• Approve course plans for students to ensure they can meet course requirements. |
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| Faculties | • Approve proposals for degrees, prior to Academic Board approval  
• Jointly approve proposals for double degrees where two faculties are involved. |
| Learning and Teaching | • Provide support for course development processes, and policy advice to meet these, and related, procedures. |
| Student Connect | • Manage enrolment processes around undergraduate and postgraduate degrees, including horizontal double degrees and vertical pathways. |

**IMPLEMENTATION AND REPORTING:**

6.1. Compliance with this procedure will be monitored through course development processes. Learning and Teaching is responsible for reviewing all proposals for new courses and course changes before submission to the University Education Committee and Academic Board for approval. Compliance with AQF specifications is checked when courses are accredited, re-accredited or revised.

**SUPPORTING INFORMATION:**

7.1. **Commonwealth and Territory governing framework and legislation**

- *University of Canberra Act 1989 (ACT)*
- *Education Services for Overseas Students (ESOS) Act*
- *Higher Education Standards Framework (Threshold Standards)*
- *Higher Education Support Act 2003*

7.2. **University statutes and rules**

- *University Admission Statute 1995*
- *UC Admission Rules 2010*
- *University of Canberra (Courses and Awards) Statute 2010*
- *University of Canberra Courses and Awards (Courses of Study) Rules 2013*
7.3. University frameworks, policy and procedures
- Course Quality Framework
- Course Policy
- Graduate Attributes Policy
- New Course Development Policy and Procedures
- Credit Procedures

DEFINITIONS:

<table>
<thead>
<tr>
<th>Abbreviation or term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced unit</td>
<td>A unit of study designed to be appropriate for undergraduate students nearing graduation which allow students to demonstrate breadth and depth of expertise in a discipline.</td>
</tr>
<tr>
<td>Award</td>
<td>An award means a degree, associate degree, diploma or certificate that may be awarded by the University under the University of Canberra (Courses and Awards) Statute 2010. An award is the public recognition by the University that a student has satisfactorily completed a course.</td>
</tr>
<tr>
<td>AQF levels</td>
<td>AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement.</td>
</tr>
<tr>
<td>Breadth major</td>
<td>A major which provides knowledge in a specific discipline or profession through a sequence of units. It may include WIL, study abroad, and/or units from a Core Major, and is designed to be available to students enrolled in any degree.</td>
</tr>
<tr>
<td>Clumped qualifications</td>
<td>A grouping of two or more qualification types at either the same or different AQF level, e.g. a diploma course that articulates into an associate degree and/or bachelor degree; and an associate degree that articulates into a bachelor degree.</td>
</tr>
<tr>
<td>Core major</td>
<td>A major focused on professional preparation and practice. The core will include University wide common units for professional practice, including an advanced level capstone unit, and units which are program specific.</td>
</tr>
<tr>
<td>Course</td>
<td>A course is a structured sequence of guided learning leading to an award, provided under Rule 5 of the University of Canberra Courses and Awards (Courses of Study) Rules 2013. Successful completion of all academic requirements of a course is the normal prerequisite for the granting of a University award.</td>
</tr>
<tr>
<td>Determination of Course Particulars</td>
<td>Details of specific course information, including design, delivery, structure, course components, and assessments; which is approved through University course approval processes.</td>
</tr>
<tr>
<td><strong>Determination of Program Particulars</strong></td>
<td>Details of Programs, including the disciplinary focus, courses which may be included in the program, core majors to the program, and designated vertical pathways.</td>
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<tr>
<td><strong>Equivalent Graduate Status</strong></td>
<td>Equivalent Graduate Status is recognition of prior learning approved by Academic Board that enables admission to postgraduate courses on the basis of a combination of formal learning and work experience or professional membership, in addition to any special requirements of a course. See the Admission Policy and Procedures.</td>
</tr>
<tr>
<td><strong>Exit award</strong></td>
<td>An exit award is an early point of exit for students who cannot or choose not to complete the whole course in which they enrolled, which provides an opportunity for students to discontinue study but complete a lower level award (if the requirements have been met for that alternative award).</td>
</tr>
<tr>
<td><strong>External credit</strong></td>
<td>Credit granted on the basis of studies undertaken at an institution other than the University. See Credit Procedures.</td>
</tr>
<tr>
<td><strong>G (Graduate) in relation to a unit</strong></td>
<td>The designation G in a unit title denotes a unit which is graduate in time and level and which does not assume undergraduate studies in the discipline of the subject content. Units at G level represent initial postgraduate skills and knowledge (in graduate certificate courses) and intermediate postgraduate skills and knowledge (in graduate diploma courses). G level units generally indicate content at AQF level 8.</td>
</tr>
<tr>
<td><strong>Horizontal double degree</strong></td>
<td>A combination of bachelor degree courses from one or two different Programs; also referred to as a double degree.</td>
</tr>
<tr>
<td><strong>Intermediate unit</strong></td>
<td>A unit of study designed to be appropriate for students who have completed one or more introductory units in the discipline at the undergraduate level.</td>
</tr>
<tr>
<td><strong>Introductory unit</strong></td>
<td>A unit of study designed to be appropriate for students who are new to the discipline at the undergraduate level. Expected to be undertaken in the first year of study.</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>A major is a group of sequential or related units, including introductory, intermediate and advanced units totaling 24 credit points that pursue in-depth learning in a particular area.</td>
</tr>
<tr>
<td><strong>Minor</strong></td>
<td>A minor is a group of sequential or related units totaling 12 credit points that pursue learning in a particular area.</td>
</tr>
<tr>
<td><strong>Nested qualifications</strong></td>
<td>An example of clustered qualification involving articulated arrangements from a lower level qualification into a higher-level qualification to enable multiple entry and exit points.</td>
</tr>
<tr>
<td><strong>Open electives</strong></td>
<td>Any unit at the appropriate degree level (undergraduate or postgraduate).</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>PG (Postgraduate) in relation to a unit and in relation to a course</td>
<td>The designation PG in a unit title denotes a unit which is graduate in time and level and which extends studies beyond undergraduate (including honours) and graduate level. Units at PG level represent advanced postgraduate knowledge and skills. PG level units generally indicate content at AQF level 9. The term postgraduate or the abbreviation PG when used in relation to a course denotes any course which follows an undergraduate course.</td>
</tr>
<tr>
<td>Program</td>
<td>Consists of one or more courses.</td>
</tr>
<tr>
<td>Restricted elective components</td>
<td>Limited and specified units that students may select as part of the academic requirements for a course.</td>
</tr>
<tr>
<td>R (Research) in relation to a unit</td>
<td>The designation R in a unit title denotes a postgraduate research level unit in a higher degree research course that contributes to the research component of the course. R units are not used in postgraduate coursework courses.</td>
</tr>
<tr>
<td>Specialisation major</td>
<td>A major focused on deepening knowledge in a particular aspect of a discipline or profession. Specialisation Majors will involve a carefully sequenced progression of study, developing skills and knowledge in a linear way throughout that major, and may be linked to a particular Core Major.</td>
</tr>
<tr>
<td>Subsumable award</td>
<td>Where academic requirements for a lower level award form part of the requirements for a related higher-level award, the lower award is said to be subsumable, or absorbed into the higher award.</td>
</tr>
<tr>
<td>Vertical degree pathway</td>
<td>A study path to combine a given bachelor and masters degree with a reduced study duration.</td>
</tr>
<tr>
<td>Volume of learning</td>
<td>The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years. (AQF definition)</td>
</tr>
</tbody>
</table>