Course Procedure - Courses and Course Components

Section 1 - Purpose

(1) This Procedure supports the Course Policy by stating the University of Canberra's (University) requirements for qualifications described in the Australian Qualifications Framework (AQF) levels 5–10.

(2) Higher Degree by Research (HDR) courses are also subject to HDR policies and procedures.

(3) This Procedure should be read alongside the:

a. Course Policy;
b. Course Procedure - Monitoring, Review and Improvement;
c. Credit Procedures;
d. Admission Policy (Coursework) and Admission Procedure (Coursework);
e. New Course Development Policy and New Course Development Procedure;
f. Indigenising the Curriculum Framework;
g. Guideline: Course Structures and Study Patterns; and
h. Guideline: Professional Practice Core Units.

Section 2 - Scope

(4) This Procedure has the same scope as the Course Policy.

Section 3 - Procedure

Part A - Design

(5) Courses and course components offered by the University will be designed:

a. to provide a high quality student-focused learning experience;
b. with clear and demonstrable learning outcomes;
c. to ensure constructive alignment between learning outcomes, assessment tasks and learning activities;
d. to support equity of access;
e. to support student progress;
f. to support students' transition into university study, from introductory to advanced levels of study, and from articulation partners;
g. to be inclusive of a diverse student body;
h. with consideration of the academic calendar that will apply to the course; and
i. to utilise evidence-based teaching pedagogies and assessment design appropriate for the discipline and subject area.

(6) Courses and course components:

a. engage students in their learning, with their fellow students, and with their discipline; and
b. use the University's educational technologies as appropriate to support and enhance students' learning opportunities, engagement with the University, and sense of belonging.

(7) Where courses are available to international students with student visas at the University's locations in Australia:

a. the course, its delivery location and duration must be registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS);
b. the course must comply with all requirements of the Education for Overseas Students (ESOS) Act 2000 and National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018), including:
    i. no more than the maximum proportion prescribed in the ESOS National Code can be delivered through online learning;
    ii. units that are offered in a flexible mode of delivery must include scheduled on campus activities; and
    iii. in each compulsory study period for a course, an international student must be studying at least one unit that is not by online learning as defined in the ESOS National Code, unless the student is completing the last unit of their course;
c. for English Language Intensive Courses for Overseas Students (ELICOS) or foundation programs, any online learning is in addition to minimum on-campus teaching requirements; and
d. a faculty may specify additional requirements beyond those set out in these procedures to meet professional accreditation requirements or other specified standards.

(8) To be eligible for an award a student must complete the minimum number of credit points of study at the University of Canberra towards the course requirements for that qualification, and demonstrate that all academic requirements are satisfactorily completed.

Part B - Academic requirements and other course information

(9) The academic requirements for a course or set of nested courses required to be submitted for approval by University governance committees include:

a. the AQF level of the course or courses;
b. the award(s) or awards
c. total credit points for each course
d. the course requirements: this is all the required course components that students need to complete in order to achieve the qualification
e. bridging requirements, if any
f. maximum period or periods of study permitted
g. modes of delivery of the course including the details of when and where the course is offered
h. the course learning outcomes, unit learning outcomes and mapping of unit learning outcomes to the course learning outcomes
i. admission requirements, including inherent requirements
j. the expected duration of the course including any holiday periods or any work-based training
k. any other administrative information required.

(10) Other information about a course to be considered by a governance committee for accreditation or revision will

include:

a. teaching strategies including:
    i. expected assessment description, timing, weightings and feedback methods;
    ii. part-time and/or full-time study patterns as applicable;
    iii. mode(s) of delivery for the constituent units; and
    iv. whether the course is available to international students;
b. risks to academic quality;
c. student experience, and student transition as applicable; and
d. demonstrated alignment with relevant legislation and the AQF.

(11) Course modes of delivery descriptions (listed alphabetically):

University Approved Mode of Delivery	University Description	Additional Information	Government Report Mode of Delivery Mapped to University Modes
Blended	A combination of online and on campus units are made available to students, with a minimum of one third of units offered online real-time, online self-paced or hybrid.		Multi-mode
External	Activities are delivered via remote learning, on campus attendance can be of an incidental, irregular or voluntary nature.		External
On campus	On campus attendance is required for this course, a minimum of two thirds of the units will be delivered as On campus, Intensive, Placement or Research.	Courses are designed to meet ESOS requirements, international student visa holders should be admitted into on campus courses.	Internal
Online	All required activities are online, on campus attendance is not required.	Courses will offer units in the Online real-time, Online self-paced and Professional Experience unit modes. Opportunities for asynchronous, self-paced online study are made available in this mode.	External
Online+	Activities are online, except where attendance at a physical location is required for professional accreditation (eg. Placement or Intensive).	Courses will offer units in the Online real-time, Online self-paced, Placement, Professional Experience and Intensive unit modes. Exemptions to the accreditation requirement for physical attendance must be granted by the DVC-A.	External

Part C - Volume of learning

(12) At the University, the AQF volume of learning is expressed through credit points. One University credit point's notional duration is 50 hours inclusive of all student activities, and 24 credit points is equal to 1 equivalent full-time study load (EFTSL).

(13) A single 3-credit point unit's notional duration is 150 hours inclusive of all student activities, including those associated with completion of assessment tasks that enable a student to satisfactorily meet a unit's learning outcomes.

(14) If the volume of learning is less or more than 150 hours for a 3-credit point unit, the academic rationale for the variation will demonstrate that the learning outcomes and learning activities:

a. are appropriate to the AQF qualification type, level and discipline, and/or are a requirement of professional accreditation;
b. are designed so that students can achieve the learning outcomes and successfully complete the learning activities in the time available; and
c. consider the impact on students across the required units in that course in the typical study pattern.

(15) The AQF definition of volume of learning relates to a notional expected full-time equivalent course duration. Variation to the notional expected course duration requires Academic Board approval.

Part D - Awards

(16) Each course will have at least one corresponding award which can be conferred by the University when a student satisfactorily completes the academic requirements.

(17) A single course may enable students to graduate with one of a number of awards depending on what electives or streams a student selects from those on offer in the course. Each award for a course will have its own course requirements.

(18) A joint award is a single qualification that is jointly conferred by the University and one or more third party providers involved in a joint course, either nationally or internationally.

Part E - Nested courses

(19) Nested courses are a set of related courses that can be offered sequentially and can lead to qualifications at different AQF levels, or may be 2 courses at the same level, such as 2 graduate certificates both nested within a graduate diploma.

(20) Nested courses are typically both entry and exits for the higher AQF level course to enable them to be promoted to students as independent courses, and can be used as pathways between qualification levels, but may be developed to be used only as an exit from the higher AQF level course.

(21) Each nested course has its own academic requirements consistent with the AQF level for that qualification.

(22) A student who enrols in a higher-level course may exit at the lower-level of qualification of the nested course if they have successfully completed the academic requirements for the lower-level qualification.

(23) Where a course is nested within a higher-level course, successful completion of the lower-level course will guarantee entry to the related higher-level course, when allowed by academic policy and published admission requirements for the related higher-level course. Successfully completed components of the lower-level course will be credited towards completion of the higher-level course.

Nested course exits

(24) An exit is an exit from a course which:

a. is nested, typically a lower-level course nested within a higher-level course, or a double degree; or

b. is an early point of exit for students to achieve a lower-level qualification where they cannot or choose not to complete the higher-level course into which they were admitted, or have one qualification of their double degree conferred prior to completing the course requirements for both constituent courses.

(25) Nested course exits will have a corresponding specified award.

Part F - Inherent requirements, English language proficiency, and assumed Knowledge

(26) Admission requirements for a course will be aligned with the Admission (Coursework) Policy and the Admission Procedure (Coursework), and reflect the minimum admission requirements a student must meet to give them the best chance of success in that course.

(27) In addition to the requirements of the Admission (Coursework) Policy and the Admission Procedure (Coursework), the following must be specified in course admission requirements:

a. inherent requirements for a course;
b. assumed knowledge;
c. any costs additional to the course fees for the purchase of minimum or specialised equipment, software, or other resources; and
d. any costs associated with placements, field trips, work integrated learning, residentials or other activities, that are required to satisfactorily complete the academic requirements.

(28) Faculties will ensure appropriate course advice is provided to students who do not meet the minimum admission requirements or cannot demonstrate the assumed knowledge and recommend pathway or bridging courses, alternative courses, and/or academic skills support to those students.

Part G - Course completion

(29) Course completion occurs when a student demonstrates they have satisfactorily completed the academic requirements for the qualification in which they have been admitted, including:

a. all required units, and selected units from a restricted set where applicable, as specified in the course requirements;
b. the minimum number of credit points required to be completed at the University for that level and type of qualification;
c. any variation of course requirements for that student approved under the relevant policy;
d. any other activities required to complete the academic requirements, such as those specified by external accrediting bodies; and
e. the required volume of learning for that level and type of qualification.

(30) The minimum number of credit points to be studied at the University depends on the level and type of qualification, as follows:

Qualification Type	Number of Credit Points that Must be Studied at the University
Diploma	12 credit points
Associate degree	24 credit points
Undergraduate certificate	9 credit points

Qualification Type	Number of Credit Points that Must be Studied at the University
3-year undergraduate degree	24 credit points
4-year undergraduate degree, or four year undergraduate degree with embedded honours	24 credit points
Standalone bachelor honours degree	12 credit points
Double degree of 96 credit points	24 credit points in each course that comprises the double degree. 48 credit points in total
Graduate certificate	9 credit points for the first graduate certificate. Any additional graduate certificate will require all credit points to be studied at UC.
Graduate diploma	12 credit points
Masters degree (coursework)	12 credit points for a 24 credit points masters 18 credit points for a 36 credit point masters 24 credit points for a 48 credit point masters
Masters degree (extended)	24 credit points
Masters degree (research)	One year of full-time study or equivalent part-time
Doctoral degree	Two years of full-time study or equivalent part-time

(31) Credit and recognition of prior learning (RPL) conditions are stated in the University's Credit Procedures, and may be specific to a course's course requirements and admission requirements, and the level and type of qualification. Credit and RPL must ensure that the minimum credit point requirement to be studied at the University is met.

Part H - Course Duration

(32) Course duration is expressed in the equivalent full-time years to complete the notional volume of learning for the AQF qualification type and level.

(33) A course must be completed within the maximum duration (as specified in the University's Academic Progress (Coursework Units) Procedure and the Higher Degree by Research Progress and Milestones Policy and Procedure to ensure graduates' knowledge and skills in the discipline are reasonably current.

(34) A faculty may require that a course is completed in a time shorter than the maximum duration for professional accreditation and/or skills and knowledge currency, or offer a course as an accelerated offering. Where this is the case, it will be specified in the academic requirements, be communicated to prospective and current students, and reflected in the typical study pattern.

(35) If a course admits international students, a full-time study pattern for the type of qualification, its volume of learning, and course duration will be published, along with all other course information.

Undergraduate courses and standard course durations

Award	Course Duration (in EFTSL)	Volume of learning (in Credit Points)
Diploma	1 year	24 credit points
Associate degree	2 years	48 credit points
Undergraduate certificate	0.5 years	12 credit points
Bachelor	3 years	72 credit points

Award	Course Duration (in EFTSL)	Volume of learning (in Credit Points)
Bachelor	4 years	96 credit points
Bachelor degree with embedded honours	4 years	96 credit points
Standalone bachelor honours degree*	1 year	24 credit points
Double degree comprising two 3-year bachelor courses	4 years	96 credit points
Double degree that includes one 3-year bachelor and a 4-year law degree	5 years	120 credit points

*Standalone honours degree courses will have admission requirements which will typically include the satisfactory completion of a bachelor degree course and a minimum Grade Point Average (GPA) as specified in the admission requirements.

Postgraduate courses and standard course durations

Qualification	Admission Requirements	Course Duration (in EFTSL)	Colume of Learning (in Credit Points)
Graduate certificate		0.5 year	12 credit points
Graduate diploma		1 year	24 credit points
Masters degree (coursework)	Cognate AQF 8 qualification	1 year	24 credit points
	Non-cognate AQF 8 qualification	1.5 years	36 credit points
	Cognate AQF 7 qualification	1.5 years	36 credit points
	Non-cognate AQF 7 qualification	2 years	48 credit points
Masters degree (research)	Cognate AQF 8 qualification	1 year	24 credit points
	Non-cognate AQF 8 qualification	1.5 years	36 credit points
	Cognate AQF 7 qualification	1.5 years	36 credit points
	Non-cognate AQF 7 qualification	2 years	48 credit points
Masters degree (extended)	Three-year AQF 7 qualification	3 years	72 credit points
Doctorate		3 years	N/A

Course duration, volume of learning and maximum course duration for coursework courses

Course Duration (EFTSL) and Volume of learning (Credit Points)	Standard Maximum Time to Complete the Course (From Initial Enrolment to Completion, Including Periods of Approved Leave)
0.5 year (12 credit points)	3 years from date of enrolment to date of course completion
1 year (24 credit points)	4 years from date of enrolment to date of course completion
1.5 years (36 credit points)	5 years from date of enrolment to date of course completion
2 years (48 credit points)	6 years from date of enrolment to date of course completion
3 years or longer (72 credit points or above)	10 years from date of enrolment to date of course completion

Part I - Course Components and Requirements

(36) All the course components required for a student to achieve a qualification are defined as the ‘course requirements’. A course component is an approved major, an approved minor, or an individual unit, or a course nested within a higher level course.

(37) An approved major or an approved minor may be called a unit set.

(38) Course components will be described in the course requirements as one of the following:

Required	A student must satisfactorily complete all required course components with a pass grade or better, plus any other academic requirements, to be awarded the qualification.
Restricted	The student must satisfactorily complete the credit points required from the restricted set with a pass grade or better, plus any other academic requirements, to be awarded the qualification.
Elective	Where a student has capacity within their course to select an elective course component the student must satisfactorily complete that course component for the associated credit points to contribute to the completion of the course’s academic requirements, depending on unit availability and any co- or pre-requisites.

(39) Satisfactory completion of the required course components, and any restricted choice course components, must ensure a student has achieved the course learning outcomes and graduate attributes when they are awarded the qualification.

(40) Course components in an undergraduate bachelor degree course are typically combinations of the following:

a. core major;
b. specialist major;
c. breadth major or breadth component;
d. honours component;
e. minor; and
f. unit.

(41) A breadth component may be either a breadth major with its own code, or a combination of course components such as an approved minor combined with other units.

(42) An honours component is the identified units or combination of identified units and unit learning outcomes that make up the embedded honours or honours stream in a four year bachelor that enables students to graduate with an AQF level 8 bachelor honours degree qualification.

(43) In a three year undergraduate bachelor degree course a student must complete a minimum of 18 credit points at University level 3 or level 4 (advanced) to ensure that they graduate at AQF level 7.

(44) In a four or five year undergraduate bachelor degree course a student must complete a minimum of 24 credit points at University level 3 or 4 (advanced) to ensure that they graduate at AQF level 7, or AQF level 8 if applicable.

(45) Graduate level coursework courses will typically be designed so that lower level courses are course components of a higher level course or courses. One or two graduate certificates may be nested within a graduate diploma and a graduate diploma may be nested within a masters degree (coursework).

(46) A masters degree (research) will be designed typically to include research training relevant to the student’s

discipline and the student's thesis topic and discipline area.

Unit

(47) A unit is typically three credit points, but may be multiples of three credit points (e.g. six, nine or twelve credit points) for educational, structural, placement, or external accreditation reasons. Other credit point values that are not multiples of three credit points may be applied to a unit to support the University's strategic objectives, or meet the needs of a market. A unit may be:

a. a component of a coursework course;
b. a coursework unit in a HDR course; or
c. a thesis unit in a HDR course.

(48) Each unit will have a course and/or program to which it belongs and where the responsibility for unit monitoring, review and improvement is situated.

(49) Units that are designed to have students working at AQF levels 5-7/8 will be assigned a University unit level, with the associated descriptor(s). The digital student handbook will display the University unit level.

(50) Units that are designed to have students working at AQF levels 8-10 will be assigned either an Honours (H), Graduate (G), Post graduate (PG) or Research (R) level. The digital student handbook will display the UC unit level.

(51) The AQF level of a unit may not map directly to a University unit level because the AQF level applies to a qualification type rather than individual units.

(52) The notional AQF level of a unit may be dependent on admission requirements, pre-requisites, corequisites, and the type of unit and, for example, where the unit is located in a core major or a specialisation major study pattern.

(53) An individual unit may have unit learning outcomes at different AQF levels due to scaffolded progression through a unit's learning and assessment activities.

Unit Levels 1-4 for an Undergraduate Course

Level	Descriptor
Level 1 – Introductory	The unit learning outcome(s) introduces concepts/skills contributing to the mapped CLO*(s). Typically, early year units provide learning experiences on a foundation-level and assess the skills achieved at this level.
Level 2 – Intermediate	The unit learning outcome(s) further develops the concepts/skills pertaining to the mapped CLO(s). Middle year units typically contribute to broadening and deepening of the scope of knowledge and application to a range of contexts, assessing achievement of CLO attributes on this development level.
Level 3 – Advanced	The unit learning outcome(s) further deepens the knowledge and skills and application to a range of context or specialised areas pertaining to the mapped CLO(s). Later year units are the advanced level units that are typically responsible to assess outcomes at the level expected of a graduate. Typically these units will be in the third year of a three year undergraduate course.
Level 4 – Advanced	The unit learning outcome(s) further deepens the knowledge and skills and application to a range of context or specialised areas pertaining to the mapped CLO(s). Later year units are the advanced level units that are typically responsible to assess outcomes at the level expected of a graduate. Typically these units will be in the fourth year of a four year undergraduate course

*A student may be permitted to enrol in a graduate (G) unit in their undergraduate bachelor degree course as part of their breadth component except where the unit is incompatible with an undergraduate version required in their undergraduate course, or the graduate unit has pre or co-requisites the student is not able to meet.

Unit levels for Honours (H), Graduate (G), Post graduate (PG) and Research (R)

Level	Descriptor
Level H – Honours	Advanced: the designation H for a unit's level denotes a unit that is formally specified as part of either an embedded or standalone Honours course. An Honours unit may be at AQF level 7, if it is a unit designed to scaffold students into more advanced AQF level 8 research and thesis units, and will be AQF level 8 if it is the research training, research methods or thesis component of the Honours degree course.
Level G – Graduate	Foundational: 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 post graduate skills and knowledge (in graduate diploma courses). G level units typically indicate content and activities at AQF level 8.
Level P – Postgraduate	Advanced: 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.
Level R – Research	Units designed to provide students with research training, but may incorporate thesis (including creative thesis) units, professional or project-based units. R designated units are typically AQF level 10 units, but may be thesis units in masters degree (research) courses, and so AQF level 9.

Unit modes of delivery

(54) University modes of delivery mapping to the government code of 'Internal' (see table below) will be designed by unit conveners to meet definitions of face-to-face in the Education Services for Overseas Students Act 2000 (ESOS Act).

(55) Optional on campus activities where new content is not introduced may be scheduled in Online real-time units if the rationale for their inclusion is approved by the DVCA.

(56) Unit modes of delivery descriptions (listed alphabetically):

UC Approved Mode of Delivery	UC Description	Extended Description	Government Report Mode of Delivery Mapped to UC Modes
Hybrid	Concurrent delivery of on campus and online real-time activities.	Units will have both on-campus and online real-time activities, to provide options to maintain some face-to-face interaction.	Multi-mode
Intensive	On-campus attendance is expected in set time blocks	On-campus attendance is expected in set time blocks, online resources are also available.	Internal
On campus	On-campus attendance is expected.	Regular on-campus attendance is expected, online resources are also available.	Internal
Online real-time	All content is delivered online, , participation in scheduled online activities is expected.	Content is delivered online. Regular participation in online timetabled sessions (e.g. webinars) is expected to discuss and apply learning.	External
Online self-paced	Content is delivered online, attendance at scheduled activities is not expected. Assessment tasks will have a set deadline.	Content is delivered online; optional online activities where no new content is introduced may be scheduled but attendance is not expected. Assessment tasks will have a set deadline.	External

UC Approved Mode of Delivery	UC Description	Extended Description	Government Report Mode of Delivery Mapped to UC Modes
Placement	Placements are undertaken in person and are a requirement of external accreditation for those disciplines.	Work placement under the supervision of the faculty and the workplace supervisor; online resources and/or on-campus activities may also be available.	Internal
Professional Experience	Supervised online or in person internship, or industry project.	No further description is defined.	Multi-mode
Research	Research or research project.	No further description is defined.	Internal
Sponsor	Limited to students sponsored by a designated employer.	No further description is defined.	Multi-mode

Unit requirements and pre-requisites or co-requisites

(57) In an undergraduate course, the first professional core unit, typically named Professional Orientation, is a pre-requisite for all other professional practice core units.

(58) An advanced level professional practice capstone unit in an undergraduate course, which is typically completed in the student's final semester as part of a core major, requires completion of all other professional practice core units of the core major as pre-requisites.

(59) In undergraduate courses individual units in a specialist major may have co-requisites or pre-requisites that are units in the course's core major, or within the specialist major.

(60) Post-graduate courses may also include specified pre-requisite and co-requisite units.

(61) Where units are pre-requisites or co-requisites, full-time and part-time study patterns will be designed to ensure that unit availability supports students' completion of their course within the maximum course duration, and ensures that students are able to continue their studies within substantial gaps in unit availability.

(62) Unit pre-requisites and co-requisites may be waived by the Unit Convener responsible for the unit after evaluating the student's likelihood of success if they have not completed the pre-requisite or co-requisite units.

Majors in undergraduate bachelor courses

(63) Three types of majors are typically used as course components of an undergraduate bachelor course:

a. core major;
b. specialist major; and
c. breadth major.

(64) A major in an undergraduate bachelor course:

a. is approved as a major by Academic Board and has its own code;
b. is 24 credit points, but exceptions that vary from this procedure may be approved by Academic Board from time to time;
c. is purposefully designed to foster the progressive and coherent development of skills, knowledge, and the application of skills and knowledge;
d. will typically contain no more than 9 credit points at level 1, and will have at least 6 credit points at level 3 or above; and

e. belongs to a program and that is where the monitoring, review and improvement processes for the major are situated.

Core major

(65) The only co-requisite of a core major is enrolment in a specified bachelor degree course.

(66) Core majors are:

a. typically comprised of the 4 professional practice core units and 4 discipline-specific units which introduce students to the discipline; and
b. shared by all bachelor degree courses in the same undergraduate program.

Specialist major

(67) A specialist major is designed to scaffold students in the development of skills and knowledge in a specialist discipline as they progress through a bachelor degree course

(68) Where a specialist (or other) major is also available as a breadth major, any assumed knowledge must be made explicit to prospective students and the course design must ensure appropriate scaffolding and transition support for students.

Breadth major

(69) A breadth major may be:

a. a specialist major in a bachelor course that is made available to students outside that course or discipline as a breadth major; or
b. recommended to students in a bachelor course as an additional major or as one of a group of majors.

Minors

(70) A minor is 12 credit points made up of units selected to provide students with foundational or specialist knowledge of strategic relevance to the faculty or to the university.

(71) Minors may be:

a. offered to students as an elective or may be a required component of the course requirements; or
b. made available to students outside the discipline area.

Electives

(72) Inclusion of an elective option for students in a course is possible where the total credit points for required units combined with restricted elective course components are less than the total credit points required to complete a course's credit points (elective capacity).

(73) Elective capacity within a course:

a. may be limited by course design, professional accreditation, placement requirements or other course requirements;
b. may be limited to a single unit or may be a course component such as a 24 credit point major; and
c. will be identified in the typical study pattern for a course.

(74) Depending on the credit points available and the course requirements, a student may complete a breadth major, a minor combined with other units, or a range of individual units as elective(s).

(75) Faculties may recommend an elective or group of electives to a student cohort.

(76) Students must be advised when choosing electives that a minimum of 18 credit points of their 3-year bachelor degree course, or 24 credit points of their 4-year bachelor degree course must be University level 3 or level 4.

(77) A student may select any unit offered in a teaching period if there is elective capacity in their course, depending on:

a. any pre-requisites or co-requisites;
b. the minimum number of University level 3 units that a student must complete in an undergraduate course; and
c. any other constraints.

(78) A restricted elective set will be specified in the course requirements.

Part J - Course names and award titles

(79) Course names and award titles will comply with the AQF Qualifications Issuance Policy, and the University convention for course names and award titles.

(80) Exceptions to the University's course and award naming conventions, that comply with the AQF Qualifications Issuance Policy but vary from this procedure, may be approved by Academic Board from time to time.

(81) When a new course is reviewed by Academic Board, the faculty will request the creation of a corresponding award, or if an award already exists, provide the details of the award that will be conferred when a student successfully completes the academic requirements for the new course.

(82) A single course and set of course learning outcomes may be associated with more than one award. Where this is the case, the award to be conferred is determined by the student's successful completion of a specified combination of units, which will be described in the course requirements.

(83) Naming conventions for University courses and awards are as follows:

Course Name and Type Naming Convention	Course Title Exmaple*	Corresponding Award Title(s) Example
Doctoral degree by research	Doctor of Philosophy	Doctor of Philosophy
Professional doctoral degree in [Field of study/discipline]	Professional Doctorate in Business Administration (Research)	Doctor of Business Administration
Masters degree in [Field of study/discipline] (Research)	Master of Applied Arts and Humanities (Research)	Master of Applied Arts and Humanities (Research)

Course Name and Type Naming Convention	Course Title Exmaple*	Corresponding Award Title(s) Example
Masters degree in [Field of study/discipline] in [Specific field]	Master of Architecture	Master of Architecture
	Master of Business Administration (Bhutan)	Master of Business Administration
	Master of Business Informatics	Master of Business Informatics Master of Business Informatics in Cloud Computing Master of Business Informatics in Cybersecurity
	Master of Communication	Master of Communication (Marketing) Master of Communication (Strategic)
Graduate diploma in [Field of study/discipline]	Graduate Diploma in Counselling	Graduate Diploma in Counselling
Graduate certificate in [Field of study/discipline]	Graduate Certificate in Creative Industries	Graduate Certificate in Creative Industries
Undergraduate honours in [Field of study/discipline]	Bachelor of Applied Science (Honours)	Bachelor of Applied Science (Honours)
	Bachelor of Engineering (Honours)	Bachelor of Engineering (Honours) in Network and Software Engineering Bachelor of Engineering (Honours) in Robotics and Artificial Intelligence
	Bachelor of Health Sciences (Honours)	Bachelor of Health Science (Honours) Bachelor of Human Nutrition (Honours) Bachelor of Midwifery (Honours) Bachelor of Nursing (Honours)
	Honours in Information Sciences	Bachelor of Business Informatics (Honours) Bachelor of Information Technology (Honours) Bachelor of Software Engineering (Honours)
Undergraduate certificate in [Field of study/discipline] (Specialisation)	Undergraduate Certificate in Education	Undergraduate Certificate of Education Undergraduate Certificate of Education (Learning Support)

Course Name and Type Naming Convention	Course Title Exmaple*	Corresponding Award Title(s) Example
Undergraduate degree in [Field of study/discipline](Specialisation)	Bachelor of Accounting	Bachelor of Accounting
	Bachelor of Arts (Creative Writing)	Bachelor of Arts (Creative Writing)
	Bachelor of Pharmacy	Bachelor of Pharmacy Bachelor of Pharmacy (Honours)
Undergraduate double degree in Bachelor of [Field of study/discipline] (Specialisation) and Bachelor of [Field of study/discipline] (Specialisation)	Bachelor of Arts/Bachelor of Communication and Media	Bachelor of Arts (Creative Writing) Bachelor of Arts (Culture and Heritage) Bachelor of Communication and Media (Corporate and Public Communication) Bachelor of Communication and Media (Journalism)

*these courses and award titles are examples only and may not be courses currently offered by the University.

Part K - Course structures

AQF levels 5-7 and honours AQF level 8

(84) Proposed course structures for courses AQF levels 5-8 are included in the Guideline: Course Structures and Study Patterns and Guideline - Undergraduate Professional Practice Core Units.

(85) Courses at AQF levels 5-7 and honours AQF level 8 offered at the University include:

a. diploma;
b. associate degree (approved only as an exit);
c. undergraduate certificate(0.5 years);
d. bachelor degree (3 years);
e. bachelor degree (4 years);
f. bachelor double degree (4 years);
g. bachelor double degree (5 years);
h. bachelor honours degree (1 year);
i. 3-year bachelor with an associated standalone bachelor honours degree year (4 years); and
j. bachelor with embedded honours (4 years).

Diploma

(86) Diploma courses will be designed:

a. to ensure graduates meet the specification for an AQF level 5 qualification;
b. to provide students with academic foundation skills for further learning;
c. to prepare students to articulate successfully into a related bachelor course; and
d. to meet the learning outcomes of equivalent first year units where the diploma is a pathway into a University bachelor course.

(87) Academic Board may approve that a diploma qualification be used only as an exit point nested within one or more bachelor degree courses.

Associate degree

(88) Associate degrees will be designed:

a. to meet the specification for an AQF level 6 qualification; and
b. only as an exit nested within one or more bachelor degree courses.

Undergraduate certificate

(89) Undergraduate certificates will be designed:

a. to meet the specification for an AQF level 5, 6 or 7 qualification depending on proposed student cohort for the course; and
b. to enable a student who successfully completes the undergraduate certificate to articulate into an existing related qualification.

(90) Academic Board may approve an undergraduate certificate as an exit nested within one or more bachelor degree courses.

Bachelor degree (3-year)

(91) A 3-year bachelor degree course must be designed to ensure that graduates meet the specification for an AQF level 7 qualification and comprise 72 credit points.

(92) Three-year double degrees are typically made up of:

a. a core major of 24 credit points which includes:
    i. four professional practice core units; and
    ii. 12 credit points of units core to the discipline area for the course;
b. one specialist major of 24 credit points; and
c. a breadth component of 24 credit points which may be:
    i. an additional specialist major;
    ii. a breadth major from another program or discipline area; or
    iii. comprised of a variety of breadth components, such as a required or elective minor combined with restricted choice or elective units.

(93) A bachelor course will belong to a program, and all bachelor courses in the same program will share the same core major.

(94) The structure of a 3-year bachelor degree course may be varied to meet professional accreditation requirements or the strategic needs of the University.

Bachelor Degree (4-year)

(95) A 4-year single degree course must:

a. be designed to ensure that graduates meet the specification for an AQF level 7 qualification;
b. typically only be offered where the volume of learning or other academic considerations required by the professional body accrediting the course cannot be completed within three years;

c. comprise 96 credit points, typically made up of:
    i. a core major of 24 credit points including:
        - four professional practice core units; and
        - 12 credit points of units core to the discipline area for the course;
    ii. one specialist major of 24 credit points; and
    iii. a breadth component of 48 credit points which may be:
        - an additional specialisation major, professional stream;
        - a breadth major from another program or discipline area; or
        - comprised of a variety of breadth components, such as a required or elective minor combined with restricted choice units or elective units.

(96) On successful completion of the academic requirements for a four-year bachelor degree a student will receive a single testamur.

Bachelor Degree (4-year double degree)

(97) A 4-year double bachelor degree must:

a. be designed to ensure that graduates meet the specification for an AQF level 7 qualification;
b. have its own course code; and
c. comprise 96 credit points comprised of two standalone bachelor courses each of which has its own course code;

(98) Students completing a bachelor double degree must achieve the course learning outcomes and graduate attributes specified for each of the constituent courses, noting that in some circumstances one or more components of the double degree is a program, rather than an individual course.

(99) Each constituent course in a double degree will:

a. have its own course learning outcomes; and
b. meet all course-related policy, procedure, reporting and monitoring, review and improvement requirements.

(100) If a constituent course in a double degree is closed, then any double degrees that include the constituent course must be closed.

(101) Where the two constituent courses for a double degree course are from different faculties or from different programs in the same faculty course proposals (new, revisions and closures), student transition requirements, and study pattern changes will be completed in collaboration and jointly submitted.

(102) The faculty or program responsible for the first named course in the double degree course is responsible for all quality assurance and course lifecycle management, however:

a. if one course in a double degree is professionally accredited, then all quality assurance and lifecycle management responsibility is with the faculty or program responsible for the professionally accredited course; or
b. if both courses are professionally accredited, then the faculty or program responsible for the first named course is responsible for all quality assurance and course lifecycle management.

(103) Course design for a double degree will:

a. ensure students have a coherent and scaffolded learning experience to achieve the course learning outcomes

within the expected 4-year duration:

i. in each of the two study areas; and
ii. in both full-time and part-time study patterns;

b. ensure any overlap between units or course content is addressed prior to consideration by the governance committees.

(104) Each individual award will be specified as an exit from the double degree course to enable students to exit if they do not wish to complete both degrees in the double degree course.

(105) Where possible study patterns will enable a student to apply for course completion for one course and be conferred with the corresponding award before completing all the specified academic requirements for the double degree course.

(106) A student will receive one testamur for each course that comprises the double degree, on completion of the academic requirements for each course.

(107) If 2 bachelor courses from different programs are combined and approved as a double degree, the double degree course will include:

a. the specialist major from each course; and
b. the core major from each program, but:
    i. the Professional Orientation unit is only completed once; and
    ii. students will be recommended an elective unit to take the place of the second Professional Orientation unit.

(108) If 2 specialist majors from the same program are combined and approved as a double degree, then the double degree course will include:

a. the core major for that program;
b. two specialisation majors from the program; and
c. one breadth major or another specialisation major from a restricted set, and in this case:
    i. the course learning outcomes and graduate attributes for the double degree must reflect those of the constituent courses; and
    ii. a student is be conferred with two specified awards, depending on the specialisations completed.

Bachelor Degree (5-year double degree)

(109) A 5-year double bachelor degree is typically only available as a combination with a Bachelor of Laws and must be initiated by the Faculty of Business, Government and Law, and:

a. comprises 120 credit points;
b. will be the equivalent of five years duration of full-time study; and
c. will meet all other requirements that are specified for a four year double degree applied to the 5-year course

Bachelor Honours Degree

(110) Bachelor of honours degree courses at the University can be one of 3 types:

Standalone Bachelor Honours Degree	Consists of a standalone year of research-related units, equivalent to 24 credit points. This course must have course learning outcomes at AQF level 8 and is only available for students who have completed a 3-year bachelor pass degree in the same or a similar field of study.
Embedded Honours Type 1	A one-year full-time equivalent AQF level 8 honours component must be completed by students admitted into a 4-year bachelor degree, typically a requirement of professional accrediting bodies.
Embedded Honours Type 2	A 4-year bachelor course will have an honours stream and a bachelor stream and students choose, or are advised to choose, one or other of the streams depending on their academic performance.

(111) A bachelors honours degree course or honours course component:

a. qualifies individuals who apply a body of knowledge in a specific context to undertake professional work as a pathway for research and further learning;
b. is designed to ensure graduates meet the AQF level 8 specification for the bachelor honours degree qualification;
c. comprises 24 credit points with:
    i. a minimum of 6 credit points of research training; and
    ii. a minimum of 12 credit points of research;
d. will have its own course learning outcome(s);
e. will require students to plan and execute project work and/or a piece of research and scholarship with some independence; and
f. will ensure research supervision is provided appropriate to the field of study and planned research output of each student.

(112) If an honours-related assessment is embedded within a unit as part of an honours component, it must have its own identifiable unit learning outcome(s) that maps to an honours-specific course learning outcome(s).

(113) Standalone bachelor honours degree course is a standalone course with its own admission requirements and course code.

(114) A bachelor course with embedded honours – Type 1:

a. may be proposed by a faculty where a bachelor course with an embedded honours component is a requirement for professional accreditation or professional registration;
b. requires that all students enrolled in the course complete the embedded honours requirements and exit with the AQF level 8 qualification to be eligible for professional accreditation or professional registration;
c. is designed so that the honours component must be completed to achieve the course learning outcomes;
d. clearly identifies the units, or specific unit learning outcomes in individual units that contribute to the honours component of 24 credit points; and
e. will, wherever possible, make an AQF level 7 exit point available to a student who may require it, and make it clear to the student who chooses the exit that:
    i. the AQF level 7 qualification is not professionally accredited; and
    ii. the AQF level 7 qualification will not enable the student to be granted professional registration by the professional accrediting body.

(115) A bachelor course with embedded honours – Type 2:

a. is designed as a 4-year bachelor degree which includes a bachelor stream and an honours stream;
b. clearly identifies the units, or specific unit learning outcomes in individual units that contribute to the honours

stream of 24 credit points; and

c. is designed so that the honours component must be completed to achieve the course learning outcomes for the honours AQF level 8 qualification to be granted.

(116) The honours stream is optional for students admitted into the bachelor degree course.

(117) Students can choose the bachelor stream and graduate with a four year bachelor at AQF level 7.

(118) Students can choose or be selected for the honours stream and graduate with a four year bachelor with honours at AQF level 8.

Courses at AQF Levels 8-9

Graduate certificate

(119) A graduate certificate:

a. is designed to ensure graduates meet the specification for the graduate certificate AQF level 8 qualification;
b. is comprised of 12 credit points;
c. may be standalone and designed for a specific student cohort, or be nested in a graduate diploma and/or in a masters course;
d. may be used as an exit for specified higher AQF level courses; and
e. may enable guaranteed entry into and/or credit for specified higher AQF level courses as a nested pathway.

Graduate diploma:

(120) A graduate diploma:

a. is designed to ensure graduates meet the specification for the graduate diploma AQF level 8 qualification;
b. is comprised of 24 credit points;
c. is typically designed as two nested graduate certificates which may be offered separately or as a nested pathway; and
d. may contain a maximum of one three credit point unit at AQF level 9 if nested within a masters degree (coursework), depending on its design, or an AQF level 9 learning outcome in an AQF level 8 unit.

Masters degree (coursework)

(121) A masters degree (coursework):

a. is designed to ensure graduates meet the specification for the masters degree (coursework) AQF level 9 qualification;
b. may be 24, 36 or 48 credit points depending on whether admission is based on:
    i. students' prior studies in the same discipline as the masters;
    ii. students' prior studies in a different discipline to the masters; or
    iii. substantial relevant professional experience;
c. is designed as a program of structured learning, with some independent research, project work or practice-related learning, and if the course is to prepare graduates for a profession, a significant component of structured learning will be developed in collaboration with a relevant professional, statutory or regulatory body;
d. is typically designed with nested qualifications available as either both entry and exits, or only as exits; for example in the case of a graduate certificate and a graduate diploma, the nested courses that are entry points can be advertised to prospective students as independent offerings, depending on the market analysis for the

nested courses;

e. is designed, if possible and appropriate, with nested qualifications to enable students to exit with a completed qualification at AQF level 8 if they do not wish to complete the masters degree (coursework) into which they were admitted; and
f. will include sufficient research training to enable students to demonstrate suitability for entry into post-graduate research-focused courses; typically:
    i. a minimum of 6 credit points of research training; and
    ii. a minimum of 6 credit points to produce independently developed research, with the research, excluding research training, typically no more than 25 percent of the total credit points of the masters by coursework course.

(122) University definitions for research outputs from a masters degree (coursework) course:

Capstone Experience	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).
Piece of Scholarship	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).
Research-Based Project	A project that contributes to the advancement of knowledge, involving some independent research activity and supervisory assistance.

Masters degree (research)

(123) A masters degree (research):

a. is designed to ensure that graduates meet the specification for a masters degree (research) AQF level 9 qualification;
b. is 48 credit points and designed for students entering with prior studies at AQF level 7 (All masters degree (research) course offered by UC are 48 credit points);
c. will provide students with a scaffolded introduction to research methods and theories in the discipline area of the kind relevant to the student's proposed thesis through research training coursework;
d. is designed so that graduates will undertake supervised study and research, of which a minimum of two thirds is devoted to research, research training and independent study;
e. is a pathway to a doctoral degree and is designed to prepare graduates for the research expected of a doctoral degree; and
f. is designed, if possible and appropriate, with a nested qualification to enable students to exit with a completed qualification at AQF level 8, such as a graduate certificate in research training, if they do not wish to complete the masters degree (research), and to enable student progression to an AQF level 10 doctoral degree if students can demonstrate they meet the admission requirements.

Masters degree (extended)

(124) A masters degree (extended):

a. is designed to ensure graduates meet the specification for the masters degree (extended) AQF level 9 qualification; and

b. will only be developed for specific professional requirements and requires demonstration of student demand.

Vertical masters pathway

(125) A vertical masters pathway:

a. is designed to enable students undertaking a bachelor degree course to commence the study of University graduate (G) level units that contribute to completion of a masters degree (coursework) course requirements;
b. will enable students to commence graduate (G) level units in their third year of undergraduate study where the masters degree (coursework) is in a related field/discipline to their undergraduate course;
c. will enable students to commence graduate (G) level units in their second year of undergraduate study where the masters degree (coursework) is in an unrelated field/discipline to their undergraduate course;
d. may enable students to complete units that contribute to either a 36 or 48 credit point masters degree (coursework);
e. may enable students to complete both bachelor/masters degree (coursework) qualifications in a shorter duration than completing them separately;
f. may be developed as a formal articulation arrangement for partner cohorts; and
g. may have specified admission requirements for the vertical masters pathway that must be met before a student is allowed to enrol in the G level units.

(126) Where a student satisfactorily completes the G level units as part of their breadth component:

a. these may provide credit points towards the completion of the course requirements of the masters degree (coursework); and
b. the student may automatically meet the admission requirements for the masters degree (coursework).

(127) Vertical masters pathway units studied by students as part of their bachelor course:

a. must be graduate (G) level units and/or AQF level 8 units;
b. will provide students with appropriate educational scaffolding to support their success at the higher AQF level 9; and
c. may be taken as the breadth components of a bachelor degree course if the student has elective capacity

(128) A vertical masters pathway in a related field or discipline

a. allows a maximum of 12 credit points of AQF level 8 units to be studied as the elective or breadth component of the bachelor; and
b. requires a minimum of 24 credit points at AQF level 9 following completion of the academic requirements for the bachelor degree course

(129) A vertical masters pathway in an unrelated field or discipline

a. allows a maximum of 24 credit points of AQF level 8 units to be studied as the elective or breadth component of the bachelor degree course;
b. requires a minimum of 24 credit points at AQF level 9 following completion of the academic requirements of the bachelor.

Doctoral degree

(130) Doctoral degree courses:

a. will be designed to ensure that graduates meet the specification for a doctoral degree at AQF level 10 doctoral degree qualification;
b. can be either a research doctoral degree (typically referred to as a Doctor of Philosophy) or a professional doctoral degree (typically titled Doctor of [field of study]);
c. will provide students with research training in their discipline area of the kind relevant to the student's proposed thesis – the research training may be up to 12 credit points of coursework;
d. will be designed so that students can undertake original research resulting in a significant contribution to knowledge or understanding and/or the application of knowledge within a designated area of study; and
e. are supported by the Higher Degree by Research policies, procedures and supervisory arrangements.

Section 4 - Responsibilities

Role	Responsibilities
Academic Board	• As described in the University of Canberra Academic Board Rules 2021.
Academic Quality and Standards Committee (AQSC)	• As described in the Academic Quality and Standards Committee Charter.
Associate Dean, Education (ADE)	• Ensure courses are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and University policy and procedures. • Oversee accreditation of courses. • Oversee course quality procedures. • Represent the faculty's course proposals at Course Advisory Panels, Curriculum Committee and Academic Quality and Standards Committee meetings. • Monitor and act on course and unit learning and teaching data analytics. • Chair the Course Advisory Panel meetings on a rotating basis as determined by the Deputy Vice-Chancellor (DVC).
Course Advisory Group	• As described in the Course Advisory Groups Policy and the Course Advisory Groups Procedure.
Course Advisory Panel	• As described in the Course Advisory Panel Terms of Reference.
Curriculum Committee	• As described in the Curriculum Committee Charter.
Data Analytics	• Provide data and reports to support course quality and procedures as required to support the University's compliance with the Higher Education Standards Framework (Threshold Standards) 2021, and as requested by Governance committees, faculties, or business units.
Dean	• Assure the quality of courses offered by the faculty. • Ensure courses are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and university policy and procedures. • Ensure the faculty follows administrative processes to support the course lifecycle for each course. • Ensure recordkeeping of the course lifecycle for each course. • Ensure faculty staff are aware of their responsibilities in supporting course lifecycle management. • Ensure students have the opportunity to provide feedback about courses. • Monitor and review student feedback. • Implement improvements to courses and to their delivery.
Deputy Vice-Chancellor (DVC)	• Determine the process by which advice is provided to Academic Board on course-related matters

Role	Responsibilities
Faculty Assessment Board	• Quality assure the assessment process for undergraduate and postgraduate coursework courses, ensuring that anomalies in unit pass and fail rates are addressed. • Review the quality of assessment tasks. • Ensure assessment, moderation, and grade allocation are undertaken in a timely fashion. • Prepare annual quality assurance reports on relevant grade distribution summaries including: ◦ student progression and achievement; ◦ performance at the unit and course level; ◦ reviewing the effectiveness of assessment practice with the faculty; and ◦ approval final grades and authorise the release of final grades.
Faculty Board	• As described in the Faculty Board Charter Terms of Reference.
Finance & Analytics	• Provide data and education to support course monitoring, review & improvement in line with quality, procedures and market demand.
Learning & Teaching	• Provide advice on course lifecycle management. • Provide advice on educational and course design.
Deputy Vice-Chancellor (DVC)	• Chair the Curriculum Committee. • Deputy Chair, Academic Quality and Standards Committee. • Provide direction and advice on curriculum and course quality matters.
Program Directors (or equivalent)	• Ensure courses within a program are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and university policy and procedures. • Coordinate accreditation and the quality assurance lifecycle of courses within a program of courses. • Lead design and delivery of programs. • Represent the faculty's course proposals at Course Advisory Panels and Curriculum Committee meetings. • Incorporate Course Advisory Group, student and external feedback into the MRI for each course. • Monitor and act on course and unit learning and teaching data analytics. • Lead and mentor teaching team for courses in a program. • Where required, collaborate with other program directors, or equivalent, where units are shared, or offered or used as service units, and on double degree course planning and quality assurance. • Participate in Course Advisory Panels for courses from other faculties.
Education Partnerships	• Support faculties in quality assurance of course offerings delivered through partner organisations. • Support faculties in arranging improvements to quality of course offerings that involve action by partner organisations. • Ensure consultation and communication with partner organisations over course revisions, suspensions to new admissions, course closures and student transition arrangements for courses with offerings delivered through partners. • Oversee partnership agreements and corresponding compliance and governance requirements related to course procedures.

Role	Responsibilities
Unit Conveners	• Ensure that procedures related to course quality are applied appropriately at the unit level. • Assure the quality of the units in which they have the role of unit conveners. • Ensure units in courses are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and university policy and procedures. • Manage and implement unit quality procedures with a focus on continuous improvement. • Review and respond to student feedback. • Review and respond to data on unit performance. • Develop unit outlines. • Develop UCLearn teaching sites. • Establish and communicate moderation procedures for each assessment item. • Ensure moderation of marks and grades is undertaken. • Finalise students' marks and grades. • Provide a unit review at the end of teach teaching period. • Undertake interim monitoring for units. • Contribute to program and course reviews. • Lead unit reviews.
University Research Committee (URC)	• As described in the University Research Committee Charter.

Section 5 - Policies

(131) Refer to Course Policy.

Section 6 - Definitions

Terms	Definitions
Academic Board	Academic Board means the Academic Board of the University established by section 19 of the University of Canberra Act 1989.
Academic requirements	Means 'the matters entered in the Register in relation to a course that a student admitted to the course is required under these Rules to complete successfully in order to qualify for the grant of an award and, without limiting the generality of the foregoing, includes: a) any bridging requirements required to be undertaken; and b) the course components entered in the Register that a student admitted into the course is required to pass; and c) any other requirements (whether or not of an academic nature) entered in the Register in relation to the course that student is required to complete successfully' from the University of Canberra Courses and Awards (Courses of Study) Rules 2023.
Accreditation	Approval of a course as meeting the University's course quality requirements and thus able to be offered; see also Professional Accreditation
AQF	The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training.
AQF levels	AQF levels and the AQF levels criteria are an indication of the relative complexity and/or achievement and their autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity.
AQF qualification type	An AQF qualification is the result of an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the AQF.
ASCED field of education code	The Australian Standard Classification of Education is a statistical classification for use in the collection and analysis of data on educational activity and attainment. The Australian Bureau of Statistics publishes the ASCED fields of education codes.
Assumed knowledge	Knowledge that students are assumed to have in a particular subject area prior to enrolling in a unit or course. Where prior knowledge is assumed, and it is not an explicit admission requirement, faculties must consider how this assumed knowledge will be tested with students, and provide appropriate bridging or academic support where students are lacking this knowledge.

Terms	Definitions
Award	An award means the qualification that may be awarded by the University under the University of Canberra (Courses and Awards) Statute 2010 where a student has satisfactorily completed the course requirements for a course of study.
Breadth major	A major that a student may choose to take from outside the primary discipline of a course, but is not required to complete to fulfil the course requirements.
Core major	A major in all courses in a program that a student must complete to meet the course requirements for the award.
Course	A course of study leading to an award, provided under Rule 5 of the University of Canberra Courses and Awards (Courses of Study) Rules 2023.
Course lifecycle	The sequence of activities for the management and quality assurance of a course of study including: initiation, design, development, approval, monitoring, review and improvement, comprehensive review, revision, and re/accreditation. It may also include suspension to new admissions, and permanent closure.
Course closure	When a course is formally closed by Academic Board, subject to any teach-out required for existing students within the course. No new admissions are permitted and the course cannot be reopened with the existing course code.
Course component	A course component, in relation to a course means a major, minor or unit that must or may be taken as part of the course (University of Canberra Courses and Awards (Courses of Study) Rules 2023).
Course structure	A statement of the University's requirements for design of a type of course.
Course suspension to new admissions	When Academic Board approves the suspension of new admissions to a course (or course offering) for a given calendar year or teaching period(s). A course suspended to new admissions will be reopened to new admissions at the end of the suspension period, unless it has also been approved for closure.
Coursework	Coursework is a method of teaching and learning that leads to the acquisition of skills and knowledge that does not include a major research component.
Coursework course	A coursework course is one the following Australian Qualifications Framework (AQF) qualification types, that has been approved by the University's Academic Board: • diploma; • advanced diploma; • associate degree; • undergraduate certificate; • bachelor degree; • bachelor honour's degree; • graduate certificate; • graduate diploma; • masters degree (coursework); and • masters degree (extended).
Coursework unit	A unit that is designed to include a sequence of structured learning that leads to the acquisition of knowledge and skills. This may be a unit that includes a Major Research Component.
EFTSL	Equivalent full-time student load. It is the measure of a full time student's annual study load (Higher Education Support Act 2003 section 169-27)
ELICOS	English Language Intensive Courses for Overseas Students.
Exit	A lower level qualification where student may choose to exit from a higher level course if they do not wish to continue in the higher level course into which they were admitted.
Graduate	Graduate: The AQF defines a graduate as a person who has been awarded a qualification by an authorised issuing organisation. The AQF recognises the terms graduate and postgraduate are synonymous and both connote a stage after graduation, but has adopted the term graduate in favour of postgraduate (Australian Qualifications Framework).
Graduate attributes	As defined in the Graduate Attributes Policy.

Terms	Definitions
Graduate course	A course leading to the award of a degree of master, a degree of doctor, a graduate diploma, a graduate certificate or a post graduate degree of bachelor as specified in the Register of Courses kept under the University of Canberra (Courses and Awards) Statute 2010.
Honours component	This is the set of units and/or unit learning outcomes for an embedded honours in an undergraduate course. The honours component must meet the requirements for bachelor honours degree specified in the AQF. (see Course component)
Higher degree by research course	A structured sequence of learning that includes a major research component, and is one of the following Australian Qualifications Framework qualification types that is approved by Academic Board: • masters degree (research); • doctoral degree (professional); and • doctoral degree (research)
University approved student feedback survey	The University's mechanism for feedback from students on their unit experience.
Inherent requirements	The inherent requirements determined by the University as applicable for a course, as in force at the relevant time.
InterFace	InterFace is a web dashboard for Unit Conveners and students. For unit conveners it displays student demographic and engagement information. For students it provides information about their progress in their units and towards completion of their course.
International Student	A person (whether within or outside Australia) who holds a student visa.
Interim monitoring	Regular interim monitoring is a term used in the Higher Education Standards Framework (Threshold Standards) 2021 (see Standard 5.3). It describes a range of activities a university is expected to undertake to inform and support comprehensive review of a course. The requirements for interim monitoring, for the purposes of this procedure, incorporates UC-specific activities and data.
Major	An approved set of sequential or related units of 24 credit points. (see Course component)
Minor	An approved set of units totalling 12 credit points. (see Course component)
Nesting	A set of courses of study that are offered sequentially and can lead to qualifications at different AQF levels. For further detail, see TEQSA Guidance Note: Nested Courses of Study.
Non-award course	A course of study that does not lead to an award of the University, such as a short course.
Professional accreditation	Accreditation of a course by a professional body as meeting the body's standards for courses to prepare students for entry to the profession and/or, where relevant, registration as a member of the profession.
Program	A program consists of one or more courses that share the same core major, designed as a coherent student learning journey e.g. the Program for the Bachelor of Arts.
Research	"Research comprises the systematic experimental and theoretical work, application and/or development that results in an increase in the dimensions of knowledge." "In the AQF the term 'research' is intended to cover all types of research including original, exploratory, experimental, applied, clinically or work-based, and other forms of creative work undertaken systematically to increase knowledge and understanding deploying a range of research principles and methodologies". (Research: An Explanation).
Research training	"'Research training' is a formal course of graduate study leading to the acquisition of advanced skills, techniques, and knowledge in the conduct of research. Research training also builds towards the production of a contribution to the field of research or creative or professional practice". (TEQSA Guidance Note: Research and Research Training version 2.0)
Specialist major	An approved set of sequential or related units typically 24 credit points or more that must be completed for a student to meet the course requirements of a course.
Study pattern	The typical sequencing of units across successive teaching periods to enable students to complete their course within the standard duration. A study pattern may be for full time or part time study, or may support accelerated completion.

Terms	Definitions
Study plan	An individual plan for a student or group of students which lists the units and their sequence to enable the student or group of students to complete a course within the standard duration.
Student transition	For the purposes of this procedure, the process whereby, when a course is revised or closed, students enrolled in it must finish the course within a specified period or transfer to a different version of the course or to a different course entirely.
TEQSA	The Tertiary Education Quality and Standards Agency (TEQSA) is Australia's independent national quality assurance and regulatory agency for higher education.
Undergraduate course	A course leading to the award of a degree of bachelor or an undergraduate diploma or an associate diploma or undergraduate certificate as specified in the Register of Courses kept under the Courses and Awards Statute and includes a course that has been declared by the Academic Board under section 5 of the University of Canberra (Courses and Awards) Statute 2010 to be an undergraduate course of study.
Unit of study	A unit of learning. Courses require completion of units. (see Course component)
University approved student feedback survey	The University's mechanism for feedback from students on their unit experience.
Volume of learning	The AQF (2013) states 'A volume of learning is included as an integral part of the descriptor for each qualification type. It is a dimension of the complexity of a qualification type. It identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular qualification type. It is expressed in equivalent full time years.' The Volume of Learning: An Explanation states: 'The teaching, learning and assessment activities are usually measured in equivalent full time years. The generally accepted length of a full time year, used for educational participation is 1200 hours.' For UC Courses: • EFTSL = 24 credit points • 1 credit point = 50 hours • 24 credit point = 1200 hours
Work Integrated Learning (WIL)	A form of experiential learning where theoretical knowledge and disciplinary skills are integrated with authentic work experiences and practices within relevant professional contexts.

Status and Details

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Custodian	Michelle Lincoln Deputy Vice-Chancellor
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