

COURSEWORK ACADEMIC PROGRAMS POLICY PRINCIPLE 2: PROGRAM DIFFERENTIATION GUIDELINES

Policy Principle

'All Programs will be differentiated from all others through their Program Learning Outcomes and provision of a unique student experience that unifies the cohort. The content of a Program must not substantially duplicate the content of any other Program unless recognised as a nested suite.'

[Coursework Academic Programs Policy](#) (CAPP) (Principle 2)

Program Learning Outcomes

The [Higher Education Standards Framework](#) (HESF) includes the requirement that learning outcomes of all higher education qualifications at [AQF Levels 5-10](#) must be consistent with the level of the program. (HESF 1.5.3)

Program Learning Outcomes (PLOs) must be established for all coursework programs offered by the University, including differentiated PLOs for programs within a nested suite. Where programs within a nested suite are of the same AQF Level (e.g., Graduate Certificate, Graduate Diploma), PLOs should be differentiated to clearly define the additional knowledge, skills and attributes graduates of the extended award are expected to evidence or demonstrate upon completion of the program.

Cohort specific streaming

To support the application of the Procedure, *'Where feasible, Courses that are core in more than one Program should adopt cohort-specific streaming of students for engagement with learning content, activities and/or assessment to ensure distinctive Program Learning Outcomes for the Program in which the students are enrolled.'* (CAPP, clause 2.b.)

The following are examples of cohort specific streaming that may be adapted to provide cohort specific learning, activities and assessment in other courses across the University:

Example	How courses are differentiated for specific cohorts
<u>Cohort specific activities and assessment</u> e.g., Microbiology at the Waite PLANTSC 2500WT Microbiology and Invertebrate Biology II PLANTSC 2520WT Microbiology and Biotechnology OENOLOGY 2501WT Microbiology for Viticulture & Oenology II	The first six weeks of the courses are shared before the final six weeks become cohort-specific in terms of activities and assessment designed specifically for Agricultural students, Food students and Viticultural students.
<u>Cohort specific assessment</u> e.g., Any of the Faculty of Sciences Undergraduate and Postgraduate parallel taught versions of a course PLANT SC 7245WT Plant Health A and PLANT SC 3510WT Plant Health III	Students share all activities but postgraduate students work together on an assignment (and associated tutorials) which is higher order (e.g., additional questions/application/synthesis required). <i>(Please refer to the CAPP (clause 3.f) for requirements regarding parallel teaching)</i>

<p><u>Cohort specific assessment</u> e.g., Science or Fiction SCIENCE 1400 Science or Fiction I SCIENCE 1410 Science or Fiction (Marine Biology) SCIENCE 1420 Science or Fiction (Mineral Geoscience)</p>	<p>Students share assessments but tasks are differentiated (i.e., the topics chosen and the scientific data used are cohort-specific).</p>
<p><u>Cohort specific group work</u> e.g., Becoming Smart about Data SCIENCE 1500 Introductory Data Science – Becoming Smart about Data</p>	<p>Students share content, activities and assessment but are streamed according to cohort into group work.</p>
<p><u>Multidisciplinary layering</u> e.g., Undergraduate Allied Health programs HLTH SC 1400 Biosciences for Human Health A HLTH SC 1401 Communication in Professional Practice HLTH SC 1402 Foundations of Health and Wellbeing HLTH SC 1403 Biosciences for Human Health B HLTH SC 1404 Evidence Based Practice in Allied Health 1 HLTH SC 1405 - Psychological Foundations for Allied Health</p>	<p>These courses have been specifically designed to teach students across multiple different accredited Allied Health Programs. Learning Outcomes have been mapped against each accrediting bodies' individual requirements. There is no differentiation in assessment, teaching modes and classwork between cohorts of students. However, each of the workshop classes within these courses are facilitated by academic staff members from differing disciplinary backgrounds, with an intentional layering and overlap built into the teaching process.</p>

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