Coursework Academic Programs Policy (CAPP)

Effective 1 January 2023

OVERVIEW

The University of Adelaide (hereafter the University) offers coursework academic Programs leading to Awards which comply with the Australian Qualifications Framework (AQF). This policy sets out the requirements and structure of coursework award Programs offered by the University.

SCOPE AND APPLICATION

This policy applies to all coursework Programs and all staff engaged in the design, development, delivery and review of such Programs.

Coursework programs (hereafter Programs) which do not comply with this policy may continue in their present form until the earliest of:

a) the date of their next scheduled Program review; or

b) the next time the Program is revised through the Program Development and Approval process; or

c) 1 January 2024.

Implementation of this policy will be carried out in accordance with the University's Code of Conduct and the Academic Board Statement on Undue Influence. Any attempts to improperly exert pressure or influence actions or decisions made pursuant to this policy must be reported in accordance with the Fraud and Corruption Control Policy.

POLICY PRINCIPLES

1. The University will offer a strategically managed portfolio, of high quality Programs, which is sustainable, distinctive, industry/community-relevant, future-focused, compelling, structurally coherent and designed to meet, and continue to meet, the requirements of all relevant frameworks including, but not limited to, the AQF and the Higher Education Standards Framework (HESF).

2. All Programs will be differentiated from each other through their Program Learning Outcomes and provision of a unique and coherent 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 Award.

3. All Programs will be developed so that constituent Courses will have specified Learning Outcomes that enable the progressive attainment of Program Learning Outcomes and Graduate Attributes by students.

4. All Programs will deliver multiple Work Integrated Learning opportunities so that students develop their Employability Skills in a progressive manner.

5. All Programs and Courses will be planned, delivered, assessed, and reviewed using appropriate rigour and pedagogical design principles; and ensuring inclusion and flexibility.

6. All Programs will have Academic Program Rules, which are consistent in the application and expression of language and will be published in the University of Adelaide Calendar.

7. All Program and Course Learning Outcomes and information about curriculum, such as Study Plans, will be clearly visible and available to students. They will use language that is comprehensible to students and prospective students.

8. All Programs and Courses will be regularly reviewed and evaluated to ensure they are up-to-date, relevant, consistent with the University's values and aligned with its academic and strategic priorities.

9. Faculties will consult and communicate with each other, where necessary, in order to ensure the collaborative design, development, review and delivery of Programs and Courses in line with the Collaborative Service Teaching Policy.

POLICY PROCEDURES

1. Program Design, Development and Review

a) All Programs will:

   i. have Learning Outcomes that meet the requirements of the HESF, align with the appropriate qualification descriptors in the AQF, align with the University's Graduate Attributes, and, where appropriate, align with the relevant stakeholder standards and expectations, including those necessary for accreditation by professional and industry associations;

   ii. be differentiated by their Program Learning Outcomes which will be demonstrable, realistic and achievable within the context and timeframe; and define the scope and depth of what students will know and be able to do on completion of the Program;

   iii. deliver the Program Learning Outcomes in a supportive learning process and progressive manner via component Courses and demonstrate attainment through Course assessment;

   iv. systematically integrate the development of:

      1. responsible and ethical values;

      2. digital capabilities;

      3. employability, academic literacy and reasoning skills (which may include both quantitative and qualitative methods);

      4. skills in researching, analysing, and synthesising information in a scholarly, evidence-based manner;

      5. communication skills for a variety of modes, including digital, written and verbal formats.

   v. include Workplace-based Learning, in accord with Schedule A: Workplace Based Learning (WBL), through the inclusion of at least one elective or mandatory Internship Course; or; mandatory Placements;

   vi. be developed in accordance with the Program Development and Approval process and approved by the Vice-Chancellor and President on the recommendation of Academic Board;

   vii. have Program Learning Outcomes, the AQF Level and the Standard Duration (which shall be consistent with Table 1) specified in the University of Adelaide Calendar;

   viii. have Academic Program Rules that include specification of:

      1. Program Minimum Units;

2. Core Courses;

3. Majors (or equivalent) and where required, Minors;

4. Maximum Duration;

5. Broadening Experiences;

6. any elective Courses which may be counted towards the Program;

7. any applicable limits on the number of Units at each Level that can be counted towards the Award;

8. any enrolment conditions such as GPA maintenance requirements;

9. any research or Extramural Activities required for completion of the Program;

10. Program Learning Outcomes.

ix. have Study Plans that specify the progression of Courses required and the level of flexibility within degrees. They should enable the provision of clear and transparent advice to students.

x. have teaching, learning and assessment conducted in English unless:

1. another language is used to develop or assess proficiency in that other language, or
2. the use of another language for that Program is approved by Academic Board.

xi. have names that comply with the Degree Nomenclature Principles;

xii. give students opportunities to provide feedback during and after their participation in the Program;

xiii. be designed so that a yearly full-time equivalent load is typically 24 Units a year and so students are not required to Overload at any point in time;

xiv. be regularly reviewed in accordance with the requirements of the Program Review Process in order to ensure the critical evaluation of all Programs, and their alignment with all relevant quality assurance frameworks. Each review will consider emerging educational developments relevant to the Program, in reference to:

1. the structure, content, quality, academic rigour and overall coherence of the Program and curricula and the extent to which it aligns with University frameworks and the AQF;

2. the expected Learning Outcomes, the methods of assessment of those Learning Outcomes and the extent of the students' achievement of the Learning Outcomes;

3. the differentiation of the Program via the Program Learning Outcomes, the content/delivery of required Courses and the provision of a unique and coherent student experience;

4. modes of delivery;

5. the changing needs of stakeholders including students, community and employers/industry;

6. any identified risks to the quality of the Program or study;

7. the appropriateness and effectiveness of teaching methods and methodologies to deliver the aims and objectives of the Program;

8. the external referencing (including benchmarking) of the Program's performance and outcomes, against comparable Programs within the University and in programs at other universities.

b) All Programs may:

i. include Extramural Activities as a requirement for completion of an Award in accordance with the Program Development and Approval process;

ii. have changes approved by the relevant Executive Dean (or delegate) at any time, provided that they:

1. are warranted;

2. will not require a student to complete more Units than were required under the Academic Program Rules which applied when the student first commenced studies in the Program; and

3. are not Major Revisions.

iii. be recommended for deletion by the Deputy Vice-Chancellor and Vice-President (Academic), by submitting a proposal in accordance with Program Development and Approval process, if the Program is no longer viable or strategically important, unless the relevant Executive Dean is able to justify its continuation;

iv. be deleted by the Vice-Chancellor and President on recommendation of Academic Board.

c) No Program will:

i. be deleted or have Major Revisions approved unless it is in accordance with the Program Development and Approval process or procedure 1biii, and that transitionary arrangements for affected students are implemented;

ii. have Pre-requisites for entry or additional admission or inherent requirements unless they have been approved by the Deputy Vice-Chancellor and Vice-President (Academic) in accordance with the Program Development and Approval process and the Admissions to Coursework Programs Policy.

d) All Bachelor programs (including those with Embedded Honours) will:

i. where considered to be a Generalist Degree, normally offer a broad range of Majors across many fields of study; have few requirements for Core Courses with less than half of the Program having a prescribed pathway; provide students with the opportunity to take Courses from outside their Program; and provide substantial flexibility in Course choice, outside of the requirements for each Major; which may or may not include an opportunity to undertake a Minor in an unrelated field of study.

ii. where considered to be a Named Degree, offer limited flexibility in Course choice but may offer a narrow range of Majors;

iii. where a Major is included, then the Major:

1. must comprise a sequence of Courses, that together develop a coherent body of knowledge and a unifying cohort experience in a field of study, to a minimum value of 24 Units, with a minimum of 12 Units at Level III or the final year of the Program;

2. must be designed to provide students with depth of knowledge and expertise within a prescribed field of study and prepare students for Honours, postgraduate study or professional employment in cognate or similar fields. Exemptions may be granted in accordance with the Program Development and Approval process for Named Degrees where the nature of the learning requires broadening;

3. will, together with the Course Learning Outcomes of Core Courses, deliver the Program Learning Outcomes;

4. must identify all requirements for completion, including any Extramural Activities, practical or clinical Placements;

5. may also include the Capstone Experience; and

6. will be identified on the student's testamur.

iv. include, as a minimum, the equivalent of 9 Units of Broadening Experiences, to ensure sufficient exposure to different disciplinary perspectives and practices for students. Broadening Experiences may be achieved through credit-bearing industry Placements and Internships, broadening electives, or Double Degrees and degrees with two non-cognate Majors. The requirements for Broadening Experiences may also be satisfied if a student undertakes approved Study Abroad or Workplace-based Learning (WBL) Courses, even if the Courses they take are in

the same discipline. Exemptions may be granted in accordance with the [Program Development and Approval process](#) where:

1. professional accreditation precludes the inclusion of Broadening Experiences;

2. benchmarking demonstrates that Broadening Experiences are not routinely included in equivalent accredited programs elsewhere; or

3. admission to the Program is restricted to graduates who hold a Bachelor degree from another discipline.

    v.   include a Capstone Experience that:

1. forms part of the student's progression and is delivered in the final year of a Program;

2. enables every student to demonstrate achievement of Program Learning Outcomes and develops their confidence facilitating their transition to future study or work; and

3. is delivered through, but not limited to, a range of experiences such as academic Courses, WBL, research projects, and field work/clinical trials.

    vi.   allow no more than 30 Units at Level I and at least 24 Units at the highest levels available for the Program (Level III for Bachelor degree programs and at levels III and IV for Bachelor degree programs with Embedded Honours).

e) All Bachelor (Advanced) degrees will, in addition to the requirements of a Bachelor degree set out in procedure 1d, offer high-achieving students opportunities to:

    i.   demonstrate higher levels of achievement for Program Learning Outcomes;

    ii.   participate in distinctive co-curricular activities (such as peer mentoring, volunteering, greater interaction with staff, seminars or events) with the objective of further challenging these students in relation to their discipline;

    iii.   develop enhanced research and professional skills with an integrative cross-disciplinary and/or transdisciplinary understanding.

f) All Honours Programs (whether Embedded or End-On) will:

    i.   offer students:
1. a research pathway (progression to a research higher degree); or
2. a professional pathway (meeting professional requirements or enhancing employment prospects); or
3. academic enrichment (opportunity to study at an advanced level); or
4. a combination of any of the above.

    ii.   include a coherent body of study within the discipline and may include a Specialisation;

    iii.   require the inclusion of a research or capstone project to a minimum of 9 Units and maximum of 18 Units which may be undertaken in two consecutive Teaching Periods.

g) All Postgraduate coursework Programs will:

    i.   allow entry to and exit from any Level of a relevant Nested Award that leads to a Master Award;

    ii.   include a coherent body of study within the discipline and may include a Specialisation.

h) In addition to the requirements at procedure 1g, all Master Programs will contain a research-based project, capstone experience and/or piece or pieces of scholarship to the value of at least 6 Units which will not exceed one half of the Minimum Units required in the Program.

i) Double Degree Programs may be offered provided they are either required for professional accreditation or there is a viable student demand. Simultaneous study in two degrees may otherwise be facilitated as Concurrent Degrees and is typically only available for domestic students.

j) Vertically Integrated Degree programs may be offered provided the required sequential learning across Undergraduate and Postgraduate Degree programs is a requirement for professional accreditation.

k) Programs may be developed jointly with other Australian and international institutions, provided they are developed either:

    i. in accordance with the [Jointly Conferred Academic Awards Policy](#); or

    ii. with the approval of the Deputy Vice-Chancellor and Vice-President (Academic) and submitted in accordance with the [Program Development and Approval process.](#)

l) All Programs will be designed to ensure that students are not required to enrol in Courses in consecutive Teaching Periods of different types (e.g. Semester 1 and Trimester 1) within that Program. Exemptions may be provided with the approval of the Deputy Vice-Chancellor and Vice-President (Academic) in accordance with the [Program Development and Approval process.](#)

m) Unless otherwise expressly indicated above, any exemptions to procedure 1 may only be approved in accordance with the [Program Development and Approval process.](#)

2. Course Design, Development, Delivery and Review

a) All Courses will:

    i. have Course Learning Outcomes that are constructively aligned with Program Learning Outcomes, supported through teaching and learning activities, and demonstrated through assessment;

    ii. have a Unit value which is a multiple of 3 (exemptions for Self-contained Programs may be granted in accordance with the [Program Development and Approval Process](#) and approved by the Vice-Chancellor and President on recommendation of Academic Board);

    iii. have a minimum of 36 hours of Structured Learning Activities for each 3 Units of the Course unless an exemption has been approved by the relevant Executive Dean (or delegate) on pedagogical grounds. Where a unit value other than a multiple of 3 is assigned, Structured Learning Activities must be commensurate with that unit value;

    iv. have a Student Workload of 150 hours for each 3 Units of the Course, unless an exemption has been approved by the relevant Executive Dean (or delegate), on pedagogical grounds. Where a unit value other than a multiple of 3 is assigned, Student Workload must be commensurate with that unit value;

    v. have assessment tasks that:

        1. are designed and implemented in accordance with the [Assessment for Coursework Programs Policy](#) and [Schedule B: Learning Management Systems](#);

        2. are aligned to the Course Learning Outcomes.

    vi. have a Course Outline compliant with the [Course Outlines Manual Publication Standards](#) that includes specification of any:

        1. Pre-requisites;

        2. Co-requisites;

        3. Assumed Knowledge;

        4.   Incompatible Courses; and

        5.   Restricted Courses.

vii.   be allocated appropriate Field of Education codes during the course approval and amendment processes;

viii.   use a Learning Management System (LMS) in accordance with [Schedule B: Learning Management Systems](#) unless an exemption has been granted by the relevant Executive Dean (or delegate) which may be granted where there are evidenced pedagogical reasons as to why Schedule B cannot be followed or the Course:

        1.   is a Postgraduate Research Course;

        2.   is a WBL Course;

        3.   is an exchange Course;

        4.   is an Honours Course providing administrative information only;

        5.   is an examination Course;

        6.   is accessed via another educational institution.

ix.   have Lectures automatically recorded, and made available to students in the LMS, in accordance with [Schedule C: Recording of Teaching Activities](#), unless an exemption has been granted in accordance with Schedule C;

x.   have final results that comply with the approved [Mark / Grade Schemes](#);

xi.   be reviewed every three to five years in accordance with the University's [course review process](#);

xii.   provide students with opportunities to give feedback during and after their participation in the Course, including SELTs as required by the [SELT Policy.](#)

b)   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.

c)   Courses that contain Work Integrated Learning may include WBL in accordance with [Schedule A: Workplace Based Learning (WBL)](#), be co-designed with or for industry partners, take place on or off campus, be delivered through flexible modes and models, and include opportunities for reflection and debriefing. Work Integrated Learning opportunities in Courses must be designed to:

i.   integrate theoretical learning with practical application in professional contexts that engage students in meaningful and consequential learning activities;

ii.   place primary relevance on the student's area of academic study, with secondary focus on the student's career aspirations;

iii.   explicitly address Learning Outcomes and be assessed; and

iv.   assist students to apply and refine their Employability Skills.

d)   Courses may be taught across more than one Teaching Period of the same type (e.g. a Course over Semester 1 and Semester 2 or Trimester 1 and Trimester 2) provided that they:

i.   are taught in consecutive Teaching Periods;

ii.   have been approved by the relevant Executive Dean (or delegate); and

iii.   do not require a student to Overload.

e) No Course will be designated as a Restricted Course unless it is necessary for timetabling and/or professional accreditation purposes.

f) Pre-requisites will only be permitted for Entry Level Courses if they have been approved by the Deputy Vice-Chancellor and Vice President (Academic) in accordance with the [Program and Development Approval process](). A pass grade will be sufficient to achieve the pre-requisite requirements of a higher Year level Course.

g) No Course will be cancelled after it has been Publicised without the approval of the relevant Executive Dean (or delegate), who will only approve the cancellation:

   i.   if it is not the only Course that delivers a key Learning Outcome in a Program;

   ii.   after consultation with all other relevant Executive Deans (unless the Course is without doubt not relevant to any Program outside the approving Executive Dean's faculty);

   iii. after ensuring that alternative arrangements are communicated to all students who have enrolled in the cancelled Course; and

   iv.   if it is in accordance with any government requirements and relevant frameworks that apply at the time.

3. Management of Programs and Courses

a) All Programs will have a Program Director and all Courses will have a Course Coordinator, both of whom will be academic staff members at the appropriate level (as determined by the [University of Adelaide Enterprise Agreement]() in place at the time).The responsibilities of Program Directors and Course Coordinators are set out in Schedules D and E respectively ([Schedule D: Program Management](), [Schedule E: Course Coordinator Responsibilities]()).

b) Executive Deans will ensure that sufficient Courses are Offered to enable a student to complete a Program within the Standard Duration.

c) Executive Deans may approve a limit on the number of places in individual Courses, after consultation with other faculties (where the Course is relevant to any Program outside of the approving Executive Dean's faculty).

d) Faculty Learning and Teaching Committees or equivalent will provide governance of Program differentiation at Course level through oversight of Course Learning Outcomes and content, activities and assessments.

e) [Academic Program Entry and Approval Committee (APEAC)]() will provide governance of Program differentiation at Program level through oversight of Program Learning Outcomes in new Program proposals and [Major Revisions]().

f) Parallel Teaching will be permitted only when justified on academic grounds in accordance with the following requirements:

   i.   Honours Level Programs may include Parallel Teaching with Level II and Level III courses.

   ii.   Professional Certificates, Graduate Certificates, Graduate Diplomas and Master Programs may include Courses at either Honours Level or at Level IV in a Program that is at least 96 Units in length. Parallel Teaching of postgraduate coursework Courses with undergraduate Courses is permissible provided that:

      1. postgraduate coursework students are offered separate delivery of tutorials and discussions and, where appropriate, additional tutorials and discussions;

      2. postgraduate coursework students undertake additional or separate assessment tasks with criteria appropriate to the higher AQF level required for postgraduate coursework Program Learning Outcomes;

3. prior approval is obtained through the [Program Development and Approval process](#);

4. there are no more than 18 Units of Parallel Teaching Courses in Master Programs.

4. Completion of Programs and Courses

a) A student who successfully completes the Qualification requirements for a Program set out in the Academic Program Rules is entitled to be admitted to the Award for that Program provided that:

    i. no Course has been counted more than once towards a single Award;

    ii. where the student has completed Courses that are Incompatible with each other, only one of those Incompatible Courses is counted towards the Award;

    iii. Restricted Courses may only be counted towards the Award that they are restricted to, unless the Executive Dean (or delegate) has approved an exemption;

    iv. the student has completed the Program within the Maximum Duration. The relevant Executive Dean (or delegate) may exempt the student from this requirement if they establish that the student has special circumstances and provided they are satisfied that the currency of the learning is maintained;

    v. The student has discharged their financial obligations to the University under [Statute Chapter 89.](#)

b) The Academic Program Rules which applied at the time a student first commenced study in a Program will apply throughout the student's enrolment in that Program unless:

    i. the student chooses to have a later set of Academic Program Rules apply, in which case the later Academic Program Rules must be applied in full; or

    ii. a variation has been approved by the Executive Dean (or delegate) where it is warranted.

c) A student who has been enrolled in a degree with a required minimum GPA for each Teaching Period will be entitled to graduate with that degree in the event their GPA grade falls below the required minimum in the final Teaching Period in which they were enrolled provided they previously maintained the required level of performance.

d) A student who has obtained a passing grade in a Course will not be entitled to repeat the Course unless the Course was completed more than 10 years ago.

Table 1

Award Title	AQF Level	Standard Duration	Program Minimum Units	Maximum Duration (see note 1 and 2)
Undergraduate Certificate	Level 5, 6 or 7	½ year	12 Units	3 years
Diploma	Level 5	1 year	24 Units	4 years
Associate Degree	Level 6	1.5 - 2 years	36-48 Units	5-6 years
Bachelor Degree	Level 7	3 years plus 1 year for each additional 24 Units	72 units, with additional Units in groups of 24 only.	8 years plus 2 years for each additional 24 Units
Double Bachelor Degree	Level 7	4 years plus 1 year for each additional 24 units	96 units, with additional Units in groups of 24 only	10 years plus 2 years for each additional 24 Units
Bachelor Degree with Embedded Honours	Level 8	4 years	Typically, 24 Units embedded in a Bachelor degree as an extra year (at least 96 Units in total).	10 years
End-on Honours	Level 8	1 year	24 Units as an add-on at the end of a 3 year Bachelor Degree.	4 years
Professional Certificate	N/A	½ year	6 Units	3 years
Graduate Certificate	Level 8	½ year	12 Units	3 years
Graduate Diploma	Level 8	1 year	24 Units	4 years
Master Degree (Coursework)	Level 9	1 - 2 years (½ year for every 12 Units)	Typically, 36 Units following a level 7 qualification or 24 Units following a level 8 qualification if in the same discipline. Typically, 48 Units following a level 7 qualification or 36 Units following a level 8 qualification if in a different discipline.	4-6 years
Double Master Degree (Coursework)	Level 9	3 years plus 1 year for each additional 24 units	72 units, with additional Units in groups of 24 only.	8 years plus 2 years for each additional 24 Units
Master Degree (Extended)	Level 9	3-4 years	72-96 Units, following minimum of a 72 unit Bachelor degree.	8 years unless one degree in a Vertically Integrated Degree Program
Vertically Integrated Degree Program	Level 7 followed by Level 9	6 years plus 1 year for each additional 24 Units	72-96 Units Bachelor Degree followed by 72-96 Units Master Degree (Extended)	10 years plus 1 year for each additional 24 units

Note 1: "years" refers to calendar years, and includes any periods that the student was not enrolled at the University.
Note 2: The Maximum Duration has been determined using the formula 2n +2 where n is Standard Duration for all Programs except those that are regarded as Vertically Integrated.

DEFINITIONS

Academic Program Rules are the formally approved Program requirements that students must follow in order to successfully progress through and graduate from a Program.

Adjustment Factors are additional points that may be used in combination with an Australian Tertiary Admission Rank (ATAR) to derive a course selection rank.

Assumed Knowledge is knowledge that it is assumed a student will have before commencing a Course. Teaching in the Course will proceed on the assumption that students enrolled in the Course have such knowledge.

Awards are certificates, diplomas, degrees, graduate certificates or graduate diplomas, including honorary awards and double-badged awards, conferred by the University.

Broadening Experiences are intended to add breadth to a student's undergraduate experience and in so doing provide a more rounded education with enhanced opportunities to achieve the University Graduate Attributes. A broadening experience may be provided by Courses that are in a different discipline to that for a Named degree or those outside the broader area of study for a Generalist degree.

Capstone Experiences are authentic activities that allow students to integrate knowledge from across the Courses in their Program enabling the demonstration of broad mastery in their discipline and the achievement of the Program Learning Outcomes. Experiences may include, but are not limited to, WBL, research projects and clinical experiences. Capstone Experiences are typically for credit and prepare the student for transition to relevant professional practice or research.

Concurrent Degrees are two programs that a domestic student has chosen to study at the same time. Individual Study Plans can facilitate the completion of Concurrent Degrees in less time than it would take to complete both Awards individually, due to the possibility of credit being granted as per the [Academic Credit Arrangements Policy](#). When students graduate they will receive two testamurs, one for each of the completed Awards.

Co-requisites are Courses that must be undertaken before or at the same time as another specified Course.

Courses are components of study in a Program assigned a Unit value.

Core Courses are Courses that are required for the completion of a Program and/or a Major.

Double Degrees are undergraduate or postgraduate coursework academic programs which lead to the conferral of two University of Adelaide Awards. The Academic Program Rules for a double degree specify a program of study whereby the requirements of each degree can be satisfied in less time than is required to complete each degree separately, or in which the requirements for one or both degrees are modified so that the changed requirements of both degrees are able to be satisfied in less time than is required to complete each degree separately. A testamur is awarded for each of the two degrees.

Embedded Honours Programs are Bachelor degrees (typically 96 Units) that deliver AQF Level 8 outcomes.

Employability Skills are a set of broad, transferable abilities that help a student contribute effectively and successfully in the workplace, regardless of their chosen industry, or discipline, or eventual career. They include, but are not limited to, resilience, initiative and enterprise, emotional intelligence, digital capabilities, cultural intelligence, and skills in creative and critical thinking, planning and organisation, complex problem solving, innovation, teamwork, communication, leadership, and self-management.

End-On Honours Programs are 24 Unit Programs that follow a Bachelor degree and deliver AQF Level 8 outcomes.

Entry Level Courses are Courses in a Program that introduce students to the scholarly conventions, concepts and skills/techniques of the discipline community/field of study that are necessary to complete the Program.

Extramural Activities include work undertaken for a Program that is not part of the formal coursework but is a requirement for completion of the Program (e.g. a professional or clinical placement).

Fields of Education are classifications of Programs, Majors, Specialisations and Courses by the principal subject matter as defined by the [Australian Standard Classification of Education](#).

Generalist Degrees are Programs offered by the University that provide broad educational experience and knowledge to prepare students for a variety of pathways and career opportunities. Generalist Degrees must include Majors to enable some specialisation.

Graduate Attributes are the expression of qualities, knowledge and capabilities that students are encouraged to take responsibility for developing throughout their studies at the University.

Host Organisation is the organisation in which a student undertakes a Workplace-based Learning experience. Host Organisations may be from government, business, community or not-for-profit sectors, or may be the University in some instances.

Incompatible refers to Courses which have substantially similar content to each other.

Inherent Requirements are the capabilities, knowledge and skills identified by the University as being necessary to achieve the core Learning Outcomes of a program or to satisfy curriculum requirements.

Internship is an experiential learning activity, with clearly identified learning outcomes, on a credit bearing course. Students are placed with a Host Organisation that provides practical experiences in a real-world setting. Internships are overseen by a member of academic staff.

Learning Outcomes describe what students will know and be able to do, upon successful completion of a Program or Course; they are the expression and application of the set of knowledge and skills and the application of the knowledge and skills a student has acquired and is able to demonstrate, as a result of learning.

Lectures are scheduled teaching activities which are normally face-to-face. They include oral and audio-visual presentations as well as opportunities for interaction.

Level refers to the level of study of a Course. Level I, II, III, IV are the first, second, third and fourth year (where relevant) of a Bachelor Degree respectively. Level IV Courses may also be Honours Courses. Level V, VI and VII Courses indicate postgraduate coursework Courses. In most instances the first digit of the four-digit number of the catalogue number indicates the Level of the Course (e.g. 1109 is a Level I Course whilst 2092 is a Level II Course).

Learning Management System (LMS) is the learning management system used by the University or partners in the delivery of programs and/or courses, such as MyUni.

Majors are coherent sequences of Courses which develop depth of knowledge and expertise in a discipline in a Bachelor or Bachelor (Advanced) degree.

Major Revisions include, but are not limited to, revisions to a Program which may have legislative or reporting implications, may have an effect on the profile of the University, or result in a change in educational philosophy, mode of teaching, structure or content, location or language of delivery.

Maximum Duration is the maximum amount of time permitted for a student to complete a Program as set out in Table 1 and includes any periods of non-enrolment, leave of absence or approved study at other institutions for credit towards a Program.

Named Degrees are Programs that are not Generalist Degrees.

Nested Awards are Programs that lead to higher Awards with multiple entry and exit points (for example Graduate Certificate into Graduate Diploma into Master program).

Offered means that the Course has been timetabled and is available for students to enrol in.

Overload means that a student is enrolled in more than a standard full-time load (for example, more than- 12 Units in a Semester).

Parallel Teaching is any form of teaching involving both undergraduate and postgraduate students sharing a significant overlap of Level II and Level III Course content and delivery.

Placement is an experiential learning activity, with clearly identified learning outcomes, which is a requirement of a professionally accredited academic program at the University. Students are placed with a Host Organisation that provides practical experiences in a real-world setting. Examples include teacher practicums, clinical placements and engineering professional practice.

Pre-requisites are Courses that must be successfully completed before another Course may be undertaken.

Program is an approved combination of Courses and other requirements (where relevant) in which a student is enrolled which, when completed, leads to the conferral of an Award.

Program Learning Outcomes are statements that outline the minimum level that a student must achieve to graduate from that Program. Program Learning Outcomes will identify the knowledge, skills and attributes that a student will possess upon graduation and be made available in their Australian Higher Education Graduation Statement.

Program Minimum Units are the number of Units that a student is required to complete in order to be eligible to qualify for conferral of the Award in which the student is enrolled, as set out in Table 1.

Publicised refers to information disseminated in the online Course Planner or Course Outlines.

Restricted Courses are Courses that are only available to students enrolled in particular Programs.

Scheduled and Available means that the Course has been timetabled, is active in the LMS and is available for students to enrol in.

Self-contained Programs are Programs that consist entirely of Courses in which students from other Programs and faculties are not eligible to enrol.

SELTs are Student Experience of Learning and Teaching surveys conducted in accordance with the Student Experience of Learning and Teaching (SELT) Policy in order to guide staff and the University in making continuous improvements to Courses and teaching for the benefit of students and to identify and reward excellent teaching practice.

Specialisation is a coherent body of study focused in a particular discipline in Honours or postgraduate coursework Programs.

Standard Duration is the time that a student is expected to take to complete a Program at the relevant AQF level as set out in Table 1, which is based on 24 Units in a calendar year, which the University normally considers to be a full-time load.

Student Workload means time spent by students on Structured Learning Activities and self-directed study.

Study Plans are plans that show the courses, Pre-requisite requirements and likely pathway that a student will take through a pathway of study towards the achievement of an award.

Structured Learning Activities include but are not limited to, lectures, tutorials, seminars, demonstrations, practicals, laboratory activities, group projects, directed research or other academic activities.

Teaching Period means the portion of the academic calendar in which a University course is taught and assessed. The start and end date, census date, key enrolment dates, payment of fees, exam dates etc. of the University's teaching periods are found on the University Critical Dates web page.

Units are numeric values assigned to an individual Course, reflective of Student Workload.

Vertically Integrated Degree Programs are a series of degree programs that are packaged and are designed to be completed sequentially for professional accreditation purposes. They usually require students to complete a Bachelor before progressing to a Masters (Extended) in the cognate discipline.

Work Integrated Learning (WIL) is an umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum. WIL can be delivered through flexible modes and models to provide equitable access for all students and may take place on or off campus. WIL activities may include internships, placements, industry projects and/or simulations.

Workplace-based Learning (WBL) is a type of Work Integrated Learning (WIL) that occurs in a work environment, through participation in work practice and process and includes, but is not limited to internships and placements, which are experiences of variable duration where students are placed within a Host Organisation. These workplace-based WIL activities may be paid or unpaid.

Other definitions are as contained in the University's Glossary of Terms.

AUTHORITIES

Key	Authority Category	Authority	Delegation Holder	Limits
Academic	Programs	Approve Programs (procedure 1a vi)	Vice-Chancellor and President	On recommendation of Academic Board.
Academic	Programs	Approve minor changes of programs	Executive Dean (or delegate)	In accordance with procedure 1 b ii.
Academic	Programs	Recommend Programs for deletion	Deputy Vice-Chancellor and Vice-President (Academic)	As set out in procedure 1b iii.
Academic	Programs	Delete Programs (procedure 1b iv)	Vice-Chancellor and President	On recommendation of Academic Board.
Academic	Programs	Approve Pre-requisites for entry	Deputy Vice-Chancellor and Vice-President (Academic)	As set out in procedure 1c ii.

Academic	Programs	Exempt Bachelor from 9 Units Broadening Experiences (procedure 1d iv)	Chair, Academic Program Entry and Approval Committee	On recommendation of Academic Program Entry and Approval Committee in accordance with 1d.
Academic	Programs	Approve Exemptions to procedure 1	Chair, Academic Program Entry and Approval Committee	On recommendation of Academic Program Entry and Approval Committee
Academic	Programs	Exempt Course unit values from being a multiple of 3 (procedure 2a)	Vice-Chancellor and President	On recommendation of Academic Board
Academic	Programs	Exempt Course from minimum 36 hours Structured Learning Activity & 150 hours Student Workload (procedure 2a)	Executive Dean (or delegate)	On sound pedagogical grounds only.
Academic	Programs	Approve Exemptions to using the LMS (procedure 2a viii)	Executive Dean (or delegate)	In accordance with Schedule B.
Academic	Programs	Approve Exemptions to recording Lectures (procedure 2a ix)	Executive Dean (or delegate)	In accordance with Schedule C.
Academic	Programs	Approve Courses to be taught across more than one Teaching Period (procedure 2d)	Executive Dean (or delegate)	Provided does not require student to Overload.
Academic	Programs	Approve Courses to be designated as a Restricted Course	Executive Dean (or delegate)	In accordance with Procedure 2e
Academic	Programs	Approve Pre-requisites for Entry Level Courses (procedure 2f)	Deputy Vice-Chancellor and Vice-President (Academic)	In accordance with procedure 2d.
Academic	Programs	Cancel Courses after publication (procedure 2g)	Executive Dean (or delegate)	After consultation with other faculties and In accordance with procedure 2g.
Academic	Programs	Ensure there are Program Directors for all Programs offered (procedure 3a)	Executive Dean (or delegate)	In accordance with Schedule D
Academic	Programs	Ensure there are Course Coordinators for all Courses offered (procedure 3a)	Head of School	In accordance with Schedule E
Academic	Programs	Approve limits on number of places in Course (procedure 3c)	Executive Dean (or delegate)	
Academic	Programs	Approve Parallel Teaching (procedure 3f)	Chair, Academic Program Entry and Approval Committee	On recommendation of Academic Program

				Entry and Approval Committee
Academic	Programs	Approve variations to Academic Program Rules for individual student (procedure 4b)	Executive Dean (or delegate)	
Academic	Programs	Amend Schedules A, B, C D and E at any time	Deputy Vice-Chancellor and Vice-President (Academic)	
Academic	Programs	Remove Lecture Recording from LMS (Schedule C)	Deputy Vice-Chancellor and Vice-President (Academic)	In accordance with Schedule C

RMO File/Document Number	2020/13496
Policy Custodian	Deputy Vice-Chancellor and Vice-President (Academic)
Responsible Officer (Academic Board or VCC)	Pro-Vice Chancellor (Student Learning)
Endorsed by	Academic Board on 5 October 2023
Approved by	Vice-Chancellor and President on 5 October 2023
Related Documents and Policies	Schedule A: Workplace Based Learning (WBL) Schedule B: Learning Management Systems Schedule C: Recording of Teaching Activities Schedule D: Program Management Schedule E: Course Coordinator Responsibilities
Superseded Policies	N/A
Date Effective	1 January 2023
Next Review Date	31 December 2025
Contact for queries about the Policy	Educational Policy & Compliance: epc@adelaide.edu.au