



Australian  
National  
University

# **Graduate Coursework Working Party (2013)**

## **Report to University Education Committee**

## **Graduate Coursework Working Party (2013) Report to University Education Committee**

### **1. Executive Summary**

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This report sets out 12 recommendations relating to Graduate Coursework at the ANU. The three most important recommendations are:

- Recommendation 1 proposes that ANU adopt a standard 96 unit Masters degree, with provision for up to 48 units credit for students with previous qualifications in cognate areas. Credit for work experience can be provided as set out in the current ANU credit policy. Programs of different duration can be approved where there is justification, such as reference to international standards.
- Recommendation 2 proposes a significant reduction in the number of Graduate Certificates and Graduate Diplomas provided by ANU. Pathway programs will be incorporated into the 96 unit Masters degrees. Destination and exit Graduate Certificates and Graduate Diplomas will be provided where their use exceeds a threshold.
- Recommendation 4 proposes a consistent format for the expression of admission standards.

The timing of the adoption and implementation of these records is an important issue. If the recommendations are adopted by UEC/Academic Board, Colleges are likely to want to put in place revised structures for Semester 1, 2015 (the deadline for AQF compliance). This will require new program structures to be approved by late 2013. As such, a decision on the recommendations by UEC 4/2013 would be desirable. Ideally the statement proposed in recommendation 9 (about the research content of Masters programs) would be developed for consideration at UEC5/2013.

### **2. Introduction**

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At its meeting 6/2012 University Education Committee established a Graduate Coursework Working Party and asked it to report by meeting 3/2013 on the following terms of reference:

1. Develop a series of models for graduate coursework which will be adopted by all Colleges.
2. Develop a consistent set of nomenclature for graduate coursework program structures and orders.
3. To put strategic focus on the increase of Masters (Advanced) degrees, where appropriate and with consistent structure and criteria.
4. To develop consistent ways and recommendations on how Grad Certs and Grad Dips are used.
5. To develop a graduate coursework model with consistency within Masters degrees to allow for Flexible Double Masters.

6. To develop clear articulation and credit pathways for all graduate coursework.
7. Consider opportunities for new and innovative articulation between Masters programs and other programs at undergraduate, honours and post-graduate level.
8. Consider possibilities for an elite Masters program, comparable to the undergraduate PhD.

The Working Party met seven times. This report summarises the discussion and makes a series of recommendations.

The Working Party acknowledges the complexity and diversity of the graduate coursework ecology at the ANU. In its operations the Working Party placed a strong emphasis on sharing and exchanging information. In framing recommendations, the Working Party attempted to arrive at a consensus, but recognised that in some cases this was not possible. Where the Working Party could not arrive at an agreement, alternative positions are noted.

### 3. Membership

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The membership of the working party was:

**Chair:** Andrew Walker

**CAP:** Adrian Kay (Ian Hall as substitute)

**CASS:** Royston Gustavson

**CBE:** Chris Jones

**CECS:** Chris Johnson

**COS:** Sharyn Errington (Paula Newitt and Anna Cowan as substitutes)

**COL:** Don Rothwell (Gary Tamsitt as substitute)

**PARSA:** George Carter and Arjuna Mohottala

**Registrar, Student Administration:** Mark Erickson

**Executive Officer to the DVC(A):** Felicity Gouldthorp

**Manager, Graduate Student Strategy and Recruitment:** Meaghan Grabrovaz

**Other member as nominated by the Chair:** Ewan Evans

**Secretariat:** Ping Yu

**Contributions from:** Sarah Hawkins and Jerome Ho.

### 4. Masters Degrees

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Under the AQF specifications, students with a Level 7 qualification (Bachelor degree) in a non-cognate discipline require two years of study to complete a Masters degree. Taking this as a foundation, the Working Party agreed on the creation of a standard two year Masters degree framework, with up to 48 units (one year) credit provided based on applicants' previous qualification. This structure has the following benefits:

- It creates a clear, transparent, and efficient suite of offerings across the ANU.
- It provides for easily identifiable entry points for students.
- It enables direct entry for students into a Masters degree rather than a Graduate Certificate or Graduate Diploma. Graduate Certificates and Graduate Diplomas are

often not widely recognised internationally and international scholarships are generally not available for those awards.

- Only one CRICOS registration is required since duration is managed using credit.
- Exit options can be provided for students who do not complete the Masters or who fail to meet internal hurdles.

At the same time the Working Party recognised that in some cases Masters degrees of different durations may be appropriate and that these could be provided, with appropriate justification. CAP, for example, expressed concern that a default standard of 96 units will make it significantly harder to attract enrolments into master degree programs related to public policy and administration from domestic students who are established in a career.

**Recommendation 1:** The following models for Graduate Coursework should be adopted by all ANU Colleges:

The standard volume of learning for a Masters degree will be 96 units (two years full time). Credit may be provided, as follows:

- No credit for any prior qualification in a non-cognate discipline. (Cognate disciplines to be specified for each degree.)
- Up to 24 units of credit for a Bachelor degree in a cognate discipline or Graduate Certificate in a cognate discipline.
- Up to 48 units of credit for a Graduate Diploma in a cognate discipline or Honours degree in a cognate discipline.
- Credit for non-formal or informal learning may be awarded as part of, or in addition to, credit for previous studies, consistent with the provisions of the ANU Credit Policy.
- No more than 48 units of credit can be provided.

72 unit or 48 unit Master degrees, or degrees longer than 96 units, can be provided, however they are the exception rather than the norm, and will be approved by Academic Board only with significant justification including, for example, reference to international standards, professional requirements, and/or an explanation of why the standard model is not suited to a particular graduate student market.

- Only students with at least a Bachelor degree in a cognate discipline or Graduate Certificate in a cognate discipline will be eligible for entry into 72 unit programs; students with a Graduate Diploma in a cognate discipline or Honours degree in a cognate discipline may receive up to 24 units credit.
- Only students with a Graduate Diploma in a cognate discipline or Honours degrees in a cognate discipline will be eligible for entry into 48 units programs;
- Unless, in either case, there are clear international benchmarks or professional standards justifying different entry standards.
- Credit for non-formal or informal learning may be awarded as part of, or in addition to, credit for previous studies, consistent with the provisions of the ANU Credit Policy.

All Masters degrees must include, as per AQF, a “substantial research-based project, capstone experience and/or piece of scholarship.” Where the research component takes the form of a 24 unit sub thesis the degree can be described as a Master of Xxx (Advanced).

It is important to note that the recommended structure adopts a higher standard in relation to the Graduate Certificate (as an entry qualification) than the AQF. The AQF is ambiguous in its treatment of the Graduate Certificate. Despite the AQF requirement for two years' study after a non-cognate Bachelor degree in order to achieve a Masters degree, it also states that only one year of study is required after a Graduate Certificate in a cognate area. This potentially creates a 1.5 year pathway to a Masters degree after a non-cognate Bachelor degree (0.5 years for cognate Graduate Certificate and 1.0 years for a Masters).

The Working Party does not accept the implied equivalence in the AQF between a Graduate Certificate and a Graduate Diploma or Honours. As such, in the credit provisions outlined in Recommendation 1, the Graduate Certificate is treated the same as a Bachelor Degree in a cognate discipline: both require an additional 72 units of study (1.5 years) in order to complete a Masters degree. This is a departure from the current ANU Academic Programs and Courses Accreditation Policy.

## 5. Calculation of Credit

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The Working Party discussed the mechanics of awarding credit for entrance into Masters degrees within the recommended framework. Concerns were raised about the workload that may be involved in assessing equivalency for every student for every course from their prior cognate qualification. Colleges may also wish to give students credit but still require them to take courses that they would normally take in an initial semester of their studies.

After detailed advice from ASQO the Working Party confirmed that Colleges will continue to use currently available credit options in order to award credit under the recommended framework, subject to the ANU credit policy and procedure. These options are:

- Colleges may award credit for students though assigning block credit. Comments may be utilised to further describe how this credit has been awarded and affects a student's study pattern. In this case, it would be the default that a student who is given a semester or year of credit would not have to undertake the courses that are typically studied in that first semester or year in the sample study plan. Comments could however state otherwise.
- Colleges may follow a more prescribed method of assessing credit for individual courses, up to the maximums permitted based on the applicant's previous studies.
- Credit for non-formal or informal learning may be awarded as part of or in addition to credit for previous studies, subject to the Graduate Coursework Awards Rules 2.7(3): "Status for a program may be granted for not more than half of the program's requirements..."

In brief, the Working Party is not proposing any changes to the Credit Policy or Procedure.

## 6. Graduate Certificates and Graduate Diplomas

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The Working Party reviewed the list of 95 Graduate Diplomas and Graduate Certificates offered at the university, noting the large number with very small enrolments. Currently only four programs account for 75% of load; while 71 programs account for only 5% of load.

Some Colleges are already taking action to reduce the number of the programs they offer, creating more generic offerings (with internal provision for specialisation) rather than a large number of specialist offerings.

In considering the role of Graduate Certificates and Graduate Diplomas the Working Party found it useful to distinguish between three broad types of programs:

- **Pathway programs** which are predominantly undertaken to achieve admission into a higher level program.
- **Destination programs** which are completed in order to gain a recognised qualification.
- **Exit programs** which are used to offer students an exit option from a higher level program (or from the pathway to that program).

If the recommended framework for Masters programs is adopted, “pathway” Graduate Certificates and Graduate Diplomas will be incorporated into two-year Master degrees.

Data prepared by Planning and Statistical Services, show that the number of programs being regularly used as destination or exit qualifications is small.

	2009	2010	2011	2012
Number of programs with completions	67	63	64	57
Number of programs with only 1 completion	28	20	25	16
Number of programs with completions > 5	13	14	19	16
Number of programs with > 5 completed students not proceeding to Masters in following 3 years	11	11	NA	NA

After considering these data the working party agreed that Graduate Certificates and Graduate Diplomas should be provided as stand-alone exit or destination programs only when they meet an agreed threshold.

**Recommendation 2:** Graduate Certificates and Graduate Diplomas will be retained where their use as a destination or exit exceeds a threshold.

- The threshold will be defined on the basis of the number of graduates from the program who do not proceed to a cognate Masters at ANU within two years (that is, the number who are not using the program as a pathway).
- The threshold will be set at 5 students graduating within a year that do not proceed to a cognate Masters at ANU within two years.

- University Education Committee can approve exceptions on the basis of a strategic case presented by the College.

CBE and CAP expressed reservations about this recommendation, noting that the presence of Graduate Diplomas or Graduate Certificates may have some reassurance value as specifically named exit options for potential Masters students. CBE was concerned about the workload implications of having to justify the retention of these programs to UEC. COS would like to delay the disestablishing of Graduate Certificates and Graduate Diplomas until they have a clear idea on how they fit into the new structure.

## 7. Nomenclature

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The Working Party noted the level of variation in approaches to degree nomenclature and program orders. In order to address this, a consistent approach to program orders was developed along with a consistent set of award types.

**Recommendation 3:** The Committee agreed to use standard terminology for expressing orders for graduate coursework (Attachment A).

**Recommendation 4:** All Colleges will adopt a standard system of Graduate Coursework nomenclature, as set out in the following table. This system will be incorporated into the Academic Programs and Courses Accreditation Policy, with nomenclature revised for non-compliant awards at the time of program review or amendment.

Type	Example testamur entry	Requirement	Appears on	Comments	HRSA System	Orders	CRICOS
Broad Field Named Award	Master of Arts	-	Testamur Transcript AHEGS		Unique program code	One StudyAT entry	One CRICOS
Narrow Field Named Award	Master of International Relations	48 units or greater in the narrow field	Testamur Transcript AHEGS	For Awards of less than 48 units 100% of the Award be in the narrow field for it to qualify as a Narrow Field Named Award	Unique Program Code	One StudyAT entry	One CRICOS
Broad Field Named Award with Narrow field augmentation	Master of Arts in International Relations	36 units in the field contained in the augmentation	Testamur Transcript AHEGS	For Awards of less than 48 units 75% of the Award be in the narrow field to qualify for the augmentation	Each Augmentation is a separate plan in the same program  Default plan does not have an augmentation.	Each augmentation has its own entry in StudyAT  Default plan MAY also have an entry if Award available without an Augmentation	One CRICOS for broad field named Award, shared between Augmentations
Specialisation	Master of Arts	24 units in the field	Testamur Transcript AHEGS	Only to be used in a broad field named Award. Should not be used in a Narrow field Named Award or an Award with an augmentation. Some consistency must exist across students exiting an Award with various specialisations, otherwise it should be a Narrow Field Named Award.	Sub Plan	Each specialisation is a unique page in StudyAT, replicating undergraduate majors, minors, and specialisations	One CRICOS at the program/plan level

Bracketed Award	Master of Arts (Advanced)	Only to be used where the information in brackets qualifies the level of the Award but does not describe the field/s of study		The current utilisation of Master of Arts (Field of Study) to denote an Advanced Award needs to be revised to be either Master of Arts (Advanced), Master of [Field of Study] (Advanced), or Master of Arts in [Field of Study] (Advanced)	Unique plan code that sits within the standard, non „advanced’ program	Unique StudyAT entry for the „Advanced’ plan	Unique CRICOS
<p>NOTES: When an Award contains a qualified field of study, this augmentation must relay significant specific disciplinary content. Master of Arts in International Relations would be an example of an appropriate bracket, while Master of Arts in Humanities and Social Sciences would not.</p> <p>When an Award is an augmented version of another program with the same basic form of title, there should be similarities in program structure or learning outcomes between the two. For example, a Master of Science, a Master of Science in Environment, and a Master of Science in Chemistry should have a basic structural relationship; if this is not the case, then a specific title is more appropriate and the degree should satisfy the requirements for a Narrow Field Named Award.</p> <p>In an augmented degree, there should be a mechanism for students to move between augmentations or to the non-augmented version. For example, a student who has enrolled in Master of Science in Psychology should be able, if their interests or abilities have changed, to transfer to a Master of Science without significant loss of credit.</p> <p>A Narrow Field Named Award should not have further detail be listed in the Award title through an augmentation. For example, a Master of Marketing should not be further detailed as a Master of Marketing in Advertising, but a Master of Commerce may be „in’ Marketing or Advertising as the Master of Commerce is a Broad Field Named Award.</p>							

## 8. Admission standards

The default ANU admission standard for graduate coursework programs is a pass in the relevant Level 7 or Level 8 qualification. Many graduate coursework programs at ANU have higher than standard admission requirements, expressed in many different ways. Colleges are strongly committed to maintaining these higher than default requirements and there is significant concern that adopting the default would result in the admission of students who could not cope with the academic standards of the program.

The Working Party considered the feasibility of developing a consistent “higher than default” admission standard for all graduate coursework programs (for example, an average of 60 in the relevant prior qualification). This was rejected and it was agreed that Colleges should be able to set their own “higher than default” admission standards.

It was also agreed that a standard template for the admission requirements should be developed, in a sufficiently flexible manner that can cater for the various relevant requirements. The following draft template was endorsed by the Working Party:

- Bachelor Degree/Graduate Certificate/Graduate Diploma/Bachelor Honours degree [Select degrees]
- In a cognate area [Select if required, cognate areas to be identified in program proposals]
- With an average of at least \_\_\_\_ [select level]
- [Standard statement of how the average is calculated]
- With at least \_\_\_\_ courses dealing with \_\_\_\_ [Select if required]
- And with at least \_\_\_\_ years’ work experience in \_\_\_\_ [Select if required]
- And with the approval of an identified supervisor for the research project/thesis. [Select if required.]
- [Additional standard statement on credit which may be available.]
- [Additional statement on internal hurdles.]

**Recommendation 5:** The draft template developed by the Working Party will be used as a basis for developing a standard university-wide procedure for communicating non-default graduate coursework program admission standards internally and externally, including presentation to the Coursework Awards and Admissions Committee for approval.

One important issue remains unresolved. The way in which “higher than default” grade levels are calculated varies significantly within and between Colleges and often relies on relatively subjective criteria such as “relevant” courses. This raises challenges for consistency in assessment, within and between programs. The recent decision of UEC and Academic Board that “the Admissions Office conduct all finalised assessment of Conditional Offers” underlines the need for a clear and consistent approach to calculation. There was a general view within the Working Party (though not agreed to by all) that a consistent method of calculation was desirable. Further work is required on determining an appropriate method. The Working Party agreed that whatever method of calculation is used should be based on the degree that is being used as a basis for admission.

**Recommendation 6:** Given that the admission standards set by Colleges will, in many cases, include a minimum required average, a consistent method across all Colleges will be developed for calculating that average when assessing applications.

## 9. International admission standards

Procedures for determining equivalency in relation to international qualifications were discussed. It was agreed that work done in CBE, and other Colleges, had improved intra-College consistency in assessing international qualifications. However Colleges need more coordinated support to address inter-College consistency.

**Recommendation 7:** Guidelines should be developed by DIOSR and the Colleges to assist Colleges in determining international equivalency of qualifications and grades. These should draw on material already compiled by Colleges.

## 10. Internal hurdles

One of the main arguments for using Graduate Certificates and Graduate Diplomas as pathways to Masters Programs is that they can also be used as hurdles, with a particular level of performance required in order for students to move onto the Masters degree.

Under the proposed framework, essentially the same hurdles can be set internally – typically prior to the last 48 units of the Masters program.

There were mixed views within the Working Party about the desirability of these hurdles, but general agreement that Colleges should be able to set them within specific programs (or for transfer between programs, such as transfers to Masters (Advanced)).

**Recommendation 8:** Internal hurdles should be clearly communicated to existing and potential students, as part of the recommended template on admission standards and also in program orders and offer letters. Calculation of averages for the purposes of determining if a student has achieved a hurdle will include all courses which count towards the award of the degree which have been undertaken up to the point of the hurdle.

## 11. Masters degree research component

Under the AQF Masters degrees must include a “substantial research-based project, capstone experience and/or piece of scholarship.” The Working Party agreed that Colleges will need guidance on what this involves, building on the guidance provided by TEQSA in the February 2013 *TEQSA and the Australian Qualifications Framework* document which states:

TEQSA concludes that all Masters Degree (Coursework) graduates are required to have knowledge of research principles and methods, and to undertake some independent research, and that project work or practice-related learning are alternatives to each other, not alternatives to research.

**Recommendation 9:** UEC, in consultation with Colleges, should develop a clear statement on the ANU interpretation of “substantial research-based project, capstone experience and/or piece of scholarship” for Masters degrees.

## 12. Masters advanced

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ANU currently has a number of Masters (Advanced) degrees, with varying nomenclature. These require the completion of a 24 or 48 unit thesis and are often seen as a pathway to a PhD. These are not a recognised Masters degree type under the AQF; rather they are one ANU form of the Masters Degree (Coursework).

There was lengthy discussion about Masters (Advanced) degrees, in particular on the issue of whether or not students who had been given 48 units credit should be able to complete a Masters (Advanced) degree in only 48 units (for example, 24 units coursework, 24 units thesis) as set out in Recommendation 1.

After considerable discussion it was agreed to leave the Recommendation 1 unchanged, with the 24 unit thesis forming part of the standard 96 unit Master degree structure.

The issue of the naming of these degrees was also discussed. Masters (Honours) was considered as an alternative but, on balance, the Working Party agreed to retain Masters (Advanced).

However, this issue requires some further consideration as the Graduate Coursework Award Rules 2013 enable a “coursework and research program” to have a graded exit standard of First Class Honours, Second Class Honours, Division A, Second Class Honours, Division B, or Third Class Honours”. This would suggest that Masters (Honours) may be a logical description.

**Recommendation 10:** It is recommended that the Chair of the Graduate Coursework Working Party convene a sub-group of its members (consisting of all members who wish to be involved) to further consider this issue and make a recommendation to UEC.

## 13. Electives and “core” courses in Masters degrees

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The Working Party discussed whether free electives should be encouraged in the Masters programs. The general feeling of the meeting was that while there should be nothing preventing programs from offering free choice electives, this is often not appropriate in relatively specialist graduate coursework programs.

The Working Party also noted that the terminology used in program orders for graduate coursework degrees is often inconsistent. The standard ANU terminology is as follows:

- Compulsory courses are courses that are required to be completed to satisfy some or all of the requirements of an Award and cannot normally be replaced by alternative courses.
- Core courses are courses from which a selection or certain number must be completed to satisfy some or all of the requirements of an Award.
- Elective courses are courses which students may choose to contribute to their degree requirements, such as in the following circumstances: Electives in Majors/Minors (ie courses that are neither compulsory nor core); Electives within the 96 units of in-College courses; Electives that fall within “free” electives in single programs that can be taken from any College.

The Working Party noted that the distinction between “compulsory” and “core” is widely misunderstood and supports a review of this terminology, especially “core”. The Working Party also noted that the current definition of electives refers primarily to undergraduate degrees. This should be addressed as part of the review of the terminology.

In relation to “core” courses the Working Party agreed that these should be specified in terms of a list of actual courses, from which students can make a selection.

**Recommendation 11:** The current terminology and definitions in relation to “compulsory”, “core” and “elective” courses should be reviewed. New definitions should reflect the use of these terms in both undergraduate and graduate programs.

**Recommendation 12:** Courses that are currently referred to as “core” will be identified in program orders in the form of a list of courses with each course specifically identified by its course code and title and not by general reference to course code prefixes (“any two courses with an XXXX prefix”) or by institutional location (“any four courses from the College of X”).

## 14. Vertical Degrees

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The approach in “vertical double degrees” developed so far involves four courses counting towards both the Bachelor degree and the Masters degree (typically with two courses at undergraduate level and two at graduate level).

This model is consistent with the standard 96 unit Masters program structure set out in Recommendation 1: students receive 24 units credit towards the Masters degree from their cognate Bachelor degree; they then complete a 72 unit Masters program with 24 units counting towards the Bachelor degree.

The Working Party briefly discussed the feasibility of developing a flexible approach to vertical combinations (broadly similar to the approach being taken with flexible double degrees at undergraduate level). This is an issue that could be considered once the newly created vertical degrees are reviewed in the coming years.

## 15. Horizontal Double degrees

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The Academic Programs and Courses Accreditation Policy specifies that a combined Masters degree must involve “the longest degree + 24 units.” This has generated some misunderstanding and the policy was amended earlier this year to specify that “No degree in a double Masters program will be shorter than 48 units”.

The Working Party emphasised that where Masters degrees are combined the entry into the “first” degree must be on an AQF compliant basis. As such, for example, a 48-48 combination would only be possible for a student entering the “first” Masters degree in the combination with a Graduate Diploma in a cognate discipline or an Honours degree in a cognate discipline.

Given the requirement for a minimum of 48 units, the question arises of whether or not specified horizontal combinations of Masters degrees are necessary. For example, if a student has completed a Masters degree they can then be admitted into a cognate

Masters with 48 units credit. Alternatively, students could concurrently enrol in two Masters degrees.

However, there may be marketing benefits in specifically named horizontal combinations.

This issue requires further discussion.

## 16. Elite Masters programs

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The Working Party did not support the creation of an elite entry Masters program at ANU. The view of the Working Party was that this could overly complicate our range of offerings, which already include Masters (Advance), MPhil and PhD.

## 17. Prizes

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At the request of Academic Board, the Working Party discussed the awarding of university-level prizes to graduate coursework students. The view of the committee was that for programs of longer duration (broadly comparable to the duration of a Bachelor degree with honours) the award of prize comparable to a University Medal would be appropriate. However, an alternative name should be considered given the strong association between the University Medal and undergraduate degrees.

The view of the committee was that shorter graduate coursework degrees provide an insufficient basis for the assessment of a sustained outstanding performance.

University level prizes for students taking vertical combined degrees were also considered. On the face of it would be reasonable to consider them for a University Medal, or comparable prize. However this would then raise the issue of whether or not students who take a Bachelor degree and a Masters degree as separate degrees should also be considered. Further discussion is required on this.

## Summary of recommendations against TOR

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Develop a series of models for graduate coursework which will be adopted by all Colleges.	Recommendations 1, 2 3, and 4.
Develop a consistent set of nomenclature for graduate coursework program structures and orders.	Recommendations 3 and 4
To put strategic focus on the increase of Masters (Advanced) degrees, where appropriate and with consistent structure and criteria	Recommendation 1 provides a framework for Masters (Advanced) degrees, however more work needs to be done on defining the research requirements in a standard Masters degree.

To develop consistent ways and recommendations on how Grad Certs and Grad Dips are used.	Recommendations 1 and 2
To develop a graduate coursework model with consistency within Masters degrees to allow for Flexible Double Masters	Discussed in section 15, no specific recommendation.
To develop clear articulation and credit pathways for all graduate coursework	Recommendation 1
Consider opportunities for new and innovative articulation between Masters programs and other programs at undergraduate, honours and post-graduate level.	Not considered.
Consider possibilities for an elite Masters program, comparable to the undergraduate PhB.	Discussed in section 16, no specific recommendation.

## Appendix A

### Proposed orders and building blocks

#### Compulsory Informal Content

##### Description

This would contain expressive information that describes the Award's key features, its research led elements, the broad skills which students will develop, typical career opportunities, pathways to further study and any external accreditation. More nuanced detail may be captured here to explain some particular pathways, recommendations or options available.

#### Compulsory formal content

This content would be used by all Awards to provide the critical descriptive and mechanical data necessary to offer an Award.

**Degree:** *full degree title*

**Abbreviated Degree:** *degree abbreviation*

**Academic Program Code:** *SIS code* | **Academic Plan Code:** *SIS code*

**Offered By:** *ANU College(s)*

**Standard Duration:** *expressed in terms of a full time load of 48 units per year*

**Maximum Duration:** *according to ANU Rules*

**Contact:** *functional email address*

**CRICOS Code:** *for international students*

**UAC Code:** *for domestic students*

#### Orders

Orders governing the completion of a degree would be constructed using a selection of requirements listed below. These requirements represent 'building blocks' which will provide consistency in their tone and nomenclature across all programs but can be put together in ways to allow for diversity. Guidelines on how these and future requirements are to be constructed should include:

- A student must be able to read an order and know what they need complete to satisfy the requirements without reference to other materials or the need to seek further advice.
- Requirements within program orders govern a program's completion and therefore must not be used to explain choices or be open to ambiguity or interpretation. Requirements must only refer to prescribed and standard elements. Exceptional options requiring permission or other such variations must not be included.
- The language used to describe requirements for the creation of orders requirements must be plain, concise and formal without being dense.
- All requirements must be expressed in the terms of a unit value. The primary requirement is the total number of units needed for completion. All other requirements should be expressed as a subset of this. Requirements should not be expressed in number of courses, semesters of study etc.
- All unit values should be expressed as an exact number or as a minimum/maximum. References must not be made to 'at least', 'no more than', 'no fewer than', 'up to' etc.

- Courses should be grouped according to their catalogue number; 1000, 2000, 3000. References to „first year‘, „second year‘, „third year‘, „later year‘, „fourth year honours‘ should be removed. Relating courses to the year of study has little meaning to part-time, combined or transfer students.
- Requirements must not refer to organisational units other than ANU or ANU Colleges.

**Requirement Building Blocks**

<b>Global requirements (Compulsory)</b>	This requirement must be used where there are global unit values required. Global unit values apply across all other requirements.	The <i>Award name or Subplan name</i> requires the completion of XXX units, of which: <i>List global unit values by level, College or Subject Area here</i> The XXX units must include: <i>List Principal requirements here</i>
	This requirement must be used where there are no global unit values required.	The <i>Award name or Subplan name</i> requires the completion of XXX units, which must include: <i>List Principal requirements here</i>
<b>Global unit values required by level</b>	The word “may” must be used for maximum values and “must” must be used for minimum and exact values. The word “and” must be used to indicate that the limit applies to the sum of units where more than one level is listed.	[A maximum of / A minimum of] XX units [may / must] come from completion of XXXX-level [and YYYY-level] courses
<b>Global unit values required by College</b>	This requirement must refer to the host College only. This requirement must be expressed as a minimum value only.	A minimum of XX units from completion of courses offered by the ANU College of XXXXXXXXXXXX
<b>Principal requirements</b>	Use where there is exactly one compulsory course.	XX units from completion of ABCD2001 – Course Title

	<p>Where there is more than one compulsory course, all compulsory courses must be listed together, except to give effect to a hurdle requirement or steam.</p> <p>Prerequisite / Corequisite courses of compulsory courses must also be compulsory.</p> <p>Do not give the list a description.</p> <p>Do not give alternatives to compulsory courses, eg:</p> <p>XXXX2001</p> <p>YYYY4002</p> <p><b><u>ZZZZ6003 or ZZZZ8004</u></b></p> <p>The total units available must be equal to total units required.</p>	<p>XX units from completion of the following compulsory courses:</p> <p>XXXX2001 Course Title</p> <p>YYYY4002 Course Title</p> <p>ZZZZ6003 Course Title</p>
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	<p>“Core” must be used if there is exactly one list of this kind.</p> <p>Where a list description is used, it must be used to identify a content topic or pedagogical function, eg “Regolith geology” or “Project courses”. The words “compulsory”, “elective” and “component” must not be used in the list description.</p> <p>The total of units available from listed courses must be greater than the number of units required.</p> <p>Sufficient prerequisites and corequisites to meet these requirements must be available in the Principal requirements of the plan for students to complete without needing to undertake additional courses.</p>	<p>A minimum of XX units from completion of [„core’ / description / level] courses from the following list:</p> <p>XXXX2001 Course Title</p> <p>YYYY4002 Course Title</p> <p>ZZZZ6003 Course Title</p>
	<p>Multiple lists may be used as part of a single requirement</p> <p>List descriptions must be used to identify a content topic or pedagogical function, eg “Regolith geology” or “Project courses”. The words “compulsory”, “core”, “elective” and “component” must not be used in the list descriptions.</p>	<p>XX units from completion of courses from [one / N / any] of the following lists:</p> <p>List A description</p> <p>XXXX2001 Course Title</p> <p>XXXX6003 Course Title</p> <p>List B description</p> <p>YYYY2001 Course Title</p> <p>YYYY6003 Course Title</p>

	<b>Undergraduate only</b> Use where there is exactly one compulsory major.	48 units from completion of the Major A major
	<b>Undergraduate only</b> Use where there is exactly one compulsory minor.	24 units from completion of the Minor A minor
	<b>Undergraduate only</b> Use where there is exactly one compulsory specialisation.	24 units from completion of the Specialisation A specialisation
	<b>Undergraduate only</b> The words “compulsory”, “elective” and “component” must not be used in the list description.	48 units from completion of one of the following [description] majors: Major A Major B Major C
	<b>Undergraduate only</b> The words “compulsory”, “elective” and “component” must not be used in the list description.	24 units from completion of one of the following [description] minors: Minor A Minor B Minor C
	<b>Undergraduate only</b> The words “compulsory”, “elective” and “component” must not be used in the list description.	24 units from completion of one of the following [description] specialisations: Specialisation A Specialisation B Specialisation C
	By default, units from completion of courses must be used to satisfy exactly one Principal Requirement. Provisions for double counting must be explicitly specified.	<i>Principal Requirement or Global Unit Value here</i> , which may contribute towards meeting any other requirements  <i>Principal Requirement or Global Unit Value here</i> , which may contribute towards meeting the [description] course requirement above

<b>Double-counting</b>	Where students may freely elect between two sets of Principal requirements of different kinds, the words “Either” and “Or” must be used as specified over. To avoid ambiguity, no other words must be used.	<p>Either:</p> <p>Principal Requirement A</p> <p>Principal Requirement B</p> <p>Or:</p> <p>Principal Requirement C</p> <p><b>Not</b></p> <p>Either:</p> <p>Principal Requirement A</p> <p>and:</p> <p>Principal Requirement B</p> <p>or:</p> <p>Principal Requirement C</p>
<b>Split requirements</b>	<p><b>Masters degrees only</b></p> <p>Use for hurdle requirements before research components.</p>	<p>XX units from completion of the following coursework component:</p> <p><i>List Principal requirements here</i></p> <p>XX units from completion of the following research component:</p> <p><i>List Principal requirements here</i></p> <p>Students must achieve an average grade of [Pass/Credit/Distinction/High Distinction] in the coursework component to continue to the research component.</p>
<b>Hurdle requirements</b>	<p><b>Not available in Graduate Certificate or Graduate Diploma</b></p> <p>Use for hurdle requirements effective after a specified point.</p>	<p>Students must achieve an average grade of [Pass/Credit/Distinction/High Distinction] in the first XX units of courses attempted in order to remain enrolled in the <i>Award name</i>.</p>

	<p><b>Not available in Graduate Certificate or Graduate Diploma</b></p> <p>Use where students must maintain a specified level of academic performance.</p> <p>Do not use GPA since it is based on academic career.</p>	Students must achieve an average grade of [Pass/Credit/Distinction/High Distinction] in each period (Summer/First Semester/Autumn and Winter/Second Semester/Spring) in order to remain enrolled in the <i>Award name</i> .
<b>Progression requirements</b>	Use where students who do not meet hurdle or progression requirements are transferred to a specific destination Award.	Students who do not achieve a minimum of XX% average mark will be transferred to the <i>Award name</i> .
<b>Hurdle/progression destination requirements</b>	<p><b>Undergraduate only</b></p> <p>Requirements for majors, minors and specialisations should be self-contained and consist of both Global requirements and Principal requirements.</p> <p>They must not contain Hurdle requirements or Progression requirements.</p>	<p>The <i>Subplan name</i> requires the completion of XXX units, which must include:</p> <p><i>List Principal requirements here</i></p>
<b>Majors/Minors Specialisations (Subplans)</b>	<p><b>Undergraduate Only</b></p> <p>Undergraduate specialisations must be undertaken in conjunction with one or more majors.</p>	This specialisation must be taken in conjunction with the <i>prerequisite name</i> major.
<b>Undergraduate specialisation prerequisite</b>		XX units from completion of elective courses offered by ANU

Elective requirements		
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## Typical study patterns

One of the key visual aids both future and existing students use to understand program requirements are „typical’ enrolment pattern templates. These models can be a simple and immediate way of expressing the requirements of a program. Enrolment patterns should display:

- A typical pattern of enrolment for a full time student that would lead to completion of the program within the standard duration.
- A year of study and the total number of units normally undertaken within that year of study.
- A unit value for all course elements.
- Courses that are compulsory with subject area, catalogue number and course title.
- A selection of core courses, or a major/minor, without referencing a specific selection unless the specific major/minor is compulsory to the completion of the program.
- Elective courses without promotion of a particular option or group of options.

Where there are significantly different enrolment patterns for students commencing mid-year, typical study patterns for these students should be provided.

### Typical full time single program enrolment patterns

Courses				
Year 1 48 units	ABCD6001 Alphabets 1 6 units	Core Course 6 units	Minor 1000-level Course 6 units	Elective Course 6 units
	ABCD6002 Alphabets 2 6 units	Core Course 6 units	Minor 1000-level Course 6 units	Elective Course 6 units
Year 2 48 units	ABCD6003 Alphabets 3 6 units	Elective Course 6 units	Minor 2000-level Course 6 units	Elective Course 6 units
	ABCD6004 Alphabets 4 6 units	Elective Course 6 units	Minor 2000-level Course 6 units	ABCD 8000-level Course 6 units