

## SCHEDULE A: ADDITIONAL INFORMATION ON POLICY ATTRIBUTES

### Overview

This schedule supports the [Coursework Academic Program Policy](#) and should be read in conjunction with it. The schedule provides guidance on Learning Outcomes, Majors, Capstone Experiences, Broadening Experiences, SGDE, Bachelor (Advanced) Programs and Generalist and Named Degrees at the University. The schedule may be amended at any time by the Deputy Vice-Chancellor and Vice-President (Academic).

### Definitions

The definitions in this schedule are as contained in the [Coursework Academic Programs Policy](#) and the University's [Glossary of Terms](#).

### Additional Information on Policy Attributes

#### 1. Learning Outcomes

- a) Learning Outcomes will be designed to encompass the [Higher Education Standards Framework](#) and will be shaped by the:
  - i. essential knowledge, skills, and the application of that knowledge and skills to the appropriate qualification descriptors of the AQF;
  - ii. University's overall strategic goals and priorities;
  - iii. University's Graduate Attributes;
  - iv. requirements of the discipline through Threshold Learning Outcomes<sup>1</sup> or other subject matter statements;
  - v. relevant stakeholder standards and expectations, including professional and industry associations, employers, workforce planning and priorities;
  - vi. standards for professional accreditation, where applicable.
- b) Learning Outcomes will:
  - i. define the scope and depth of a Program or Course;
  - ii. focus on the end-point of the Program or Course;
  - iii. be framed at a high level of generalisation;
  - iv. use language that is comprehensible to students and prospective students;

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<sup>1</sup> For OLT resources on Threshold Learning Outcomes see <http://www.olt.gov.au/resource-library?text=threshold+learning+outcomes>

- v. identify what students will know and be able to do on completion of the Program or Course;
  - vi. be measurable, realistic and achievable within the context and timeframe.
- c) Program Learning Outcomes will be:
- i. realised through component Courses over the extent of the Program;
  - ii. demonstrated through Course assessment, particularly in final year Courses, and especially through Capstones Experiences;
  - iii. progressively developed and demonstrated in a supportive learning process throughout the Program.
- d) Course Learning Outcomes will:
- i. be aligned with the Learning Outcomes of Programs;
  - ii. be demonstrated through assessment;
  - iii. be supported through teaching and learning activities.

## **2. Majors in Undergraduate Programs**

- a) Majors (or equivalent) will be designed to provide students with depth of knowledge within the discipline and prepare students for Honours, postgraduate study or professional employment in cognate or similar fields.
- b) Majors will comprise a set of Courses that together form a coherent body of knowledge within a discipline or sub-discipline.
- c) Majors will have a distinctive disciplinary rationale underpinned by substantial research expertise which should be reflected in the Courses and any other requirements for the Major.
- d) Majors will identify all requirements for completion, including any Extramural Activities, practical or clinical placements.
- e) Majors in a given discipline with the same name will be structured in the same way as each other.
- f) The sum of the Course Learning Outcomes of Core Courses and constituent Courses within a Major (or equivalent) should deliver the Program Learning Outcomes.

### **3. Capstone Experiences**

- a) Capstone Experiences will:
- i. combine the theoretical and practical work undertaken during the Program in an applied setting and seek to embody the Program Learning Outcomes;
  - ii. focus on the development of essential academic practice skills and understanding that enable the application of previously covered content, such as analysis, critical thinking, planning and organising, researching, writing, and communication and presentation skills;
  - iii. enable every student to identify the skills and knowledge gained through their Program, and develop their confidence in their ability to apply these skills and knowledge to solve problems that simulate professional practice or research;
  - iv. facilitate student transition to future study or work;
  - v. be structured to fit around the minimum hours of Structured Learning Activities required under procedure 2a of the Coursework Academic Programs Policy;
  - vi. form part of the student's progression and be delivered in the final year of a Program;
  - vii. be delivered through, but not limited to, a range of experiences such as academic courses, internships, case studies, research projects, field work/clinical trials, role playing or simulated work place activities and Study Abroad;
  - viii. be delivered in the final year of the Program and not spread throughout the Program;
  - ix. include a requirement that students produce a written piece of work that is a critical evaluation and reflection of the experience, not simply a log book of the experience.

### **4. Broadening Experiences in Undergraduate Programs**

- a) Broadening Experiences may, but will not necessarily, be achieved through requirements in Programs such as:
- i. credit bearing study abroad and exchange activities;
  - ii. credit bearing industry placements and internships;
  - iii. specific broadening elective Courses; or
  - iv. combined degrees, double degrees and degrees with two non-cognate majors.
- b) Broadening Experiences should comprise, as a minimum, the equivalent of 9 Units of the program of study.

- c) Specific Broadening elective Courses are required within Programs where Core Course requirements do not otherwise ensure sufficient exposure to different disciplinary perspectives and practices for students.
- d) The designation of 'subject areas' will be recommended for approval by PAEC in accord with the [Program Development and Approval process](#).
- e) Broadening Experiences will be included in each Program when it is submitted for approval in accordance with the [Program Development and Approval process](#) (including approvals for revisions), or when it is formally reviewed by the University, whichever is the earliest.
- f) The requirements for Broadening Experiences may be satisfied if a student undertakes approved Study Abroad, even if the Courses they take are in the same discipline.

## **5. Small Group Discovery Experience**

- a) Small Group Discovery Experiences will:
  - i. engage students in the intellectual challenge of the scholarship of discovery;
  - ii. give students the opportunity to develop skills of research and to engage actively with the content of the discipline in collaboration with experienced academic staff.

## **6. Generalist Degrees and Named Degrees**

- a) Generalist Degrees have one or more of the following criteria:
  - i. few or no requirements for Core Courses;
  - ii. a broad range of Majors available across many disciplines;
  - iii. will not lead to professional registration/practice on completion;
  - iv. offers substantial flexibility in Course choice, outside of requirements for each Major;
  - v. provides students with the opportunity to take Courses from outside of their Program;
  - vi. are not subject to accreditation;
  - vii. less than half of the Program has a prescribed pathway.
- b) Named Degrees will:
  - i. identify an area of specialisation that will provide the educational outcomes that their name suggests;
  - ii. avoid substantial overlap with existing Programs; and
  - iii. include a minimum of 9 units of Unique Content together with the equivalent of a 24 Unit Major and 9 Units of Broadening Experiences.

## **7. Bachelor (Advanced) Programs**

- a) Each faculty will have a minimum of one Bachelor (Advanced) Program available to students.
- b) Bachelor (Advanced) Programs must recruit high ATAR students ( $\geq 95$  before subject bonus points).
- c) Students must earn and maintain a GPA of no less than 5.0/7.0 in each Teaching Period to remain in the Program.
- d) The minimum program GPA for transfer into a Bachelor (Advanced) Program is 5.5.
- e) The minimum program GPA for students transferring between Bachelor (Advanced) Programs is 5.0.
- f) Each Bachelor (Advanced) Program must provide no less than 9 units of Unique Content.
- g) Each Bachelor (Advanced) Program should offer other co-curricular activities (for example peer mentoring, volunteering, online engagement, seminars, workshops or events) with the objective of further challenging these students in relation to their discipline.
- h) The same Program Learning Outcomes are sought and embedded in the Program as for the Bachelor Program, but the expectations in relation to the level of achievement of these will be higher. Particular emphasis will be placed on specific Graduate Attributes, depending on the specific focus of the Program, such as research, work placement or Study Abroad.
- i) For Bachelor (Advanced) Programs that seek to enhance research skills, the 9 Units of Unique Content must be research focused.
- j) Each faculty will ensure that research active staff are involved in the teaching of Unique Content Courses.
- k) The cohort in each Bachelor (Advanced) Program should be dependent on the individual discipline area. Bachelor (Advanced) Programs should only be developed where the cohort can reach a sustainable size.
- l) Students from Bachelor (Advanced) Programs will be encouraged to develop enhanced skills and cross-disciplinary understanding by participating in activities such as staff research seminars, as well as invited to attend Research Tuesday lectures.