Academic Accreditation Procedure

Contents

Purpose

To define standards and governance processes for the:

- naming and post-nominals of awards.
- introduction, modification, review and disestablishment of academic programs, majors, minors, specialisations, and courses.
- design and delivery of programs, majors, minors, specialisations, and courses.
- design and delivery of professional development offerings, Microcredentials, MOOCs, and personal development offerings

Scope

- All award programs, majors, minors, specialisations, and courses.
- All ANU staff with educational responsibilities.
- All Microcredentials, MOOCs, and personal development offerings provided by the University.
- All professional development offerings provided by the university except for offerings for ANU staff provided by the ANU People and Culture Division.

Definitions

Definitions relevant to this procedure are detailed in the *Policy: Glossary of Student Policies and Procedures.*

1.   Awards

1.1   Nomenclature

1. All award titles must indicate the qualification category and accurately represent the field of study or discipline as classified by the Australian Standard Classification of Education (ASCED). *[HESF 1.5.6.a]*

2. The qualification category must be capitalised.

3. The field of study must be capitalised.

4. The title must:
    a. readily and unambiguously identify the level, broad disciplinary content, and (where applicable) professional orientation of the program;
    b. be readily recognisable by prospective students, employers, professional bodies, and other stakeholders;
    c. be consistent with nomenclature that has national and international acceptance, if it exists;
    d. be sustainable in the long term; and
    e. be consistent across a suite of related awards.

5. For all awards, the separator 'of' should be used between the qualification category and the discipline area, e.g. Bachelor of Chemistry, Graduate Certificate of Chemistry, Master of Chemistry.

6. If an award is a double degree the two degrees must be separated by a '/' (forward slash) in both the full name and the abbreviation.

7. Information in parentheses may be used in the following cases only:

    a. For one-year AQF Level 8 Bachelor Honours Degrees, "(Honours)" is to be used to qualify the level of the award;

    b. For four-year AQF Level 8 Bachelor Honours Degrees:

        i. "(Honours)" is to be used to qualify the level of the award;

        ii. "(Advanced)" may be used where there is a non-advanced version of the award;

    c. For AQF Level 9 Masters Degrees (Coursework), where the program orders require completion of a thesis of at least 24 units, "(Advanced)" may be used to qualify the level of the award;

    d. For fully online programs where the mode is to be indicated in the program name, "(Online)" is to be used to qualify the mode of the award.

8. To avoid doubt, information in parentheses is not used to describe the field(s) of study.

9. Titles for awards that articulate into each other must be consistent.

10. In full award titles, 'and' is represented by the text 'and', not by an ampersand ('&').

11. All doctorate research programs are classified 'Doctor of Philosophy' unless alternative forms are approved by Academic Board on the basis of professional accreditation requirements.

12. Including any augmentations or information in parentheses, award nomenclature is to be no greater than 79 characters in total length, including spaces, to allow appropriate display on a graduand's testamur across no more than two lines.

13. The names of awards, majors, minors, specialisations, and augmentations are not revised after introduction except in cases of administrative error such as a misspelling of a term. All other changes to names are to be effected by disestablishment of the former offering and introduction of a new award, major, minor, specialisation, or augmentation with the new name.

1.2 Coursework nomenclature

1. All coursework programs comply with the nomenclature specifications detailed in *Table 1: Coursework Nomenclature.* Compliance is considered at the time of proposal, amendment, or review.

2. 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 augmentation, while Master of Arts in Humanities and Social Sciences would not.

3. 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.

4. In an augmented degree, where a non-augmented version exists 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.

5. A Narrow Field Named Award should not have further detail 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 augmented with 'Marketing' or 'Advertising' as the Master of Commerce is a Broad Field Named Award.

Table 1: Coursework nomenclature

Type	Example Award	Document
Broad Field Named Award	Bachelor of Arts Master of Arts	Testamur Transcript AHEGS
Requirement		**SAS**
Nil		Unique program code
Orders		**CRICOS**
One entry		One

Type	Example Award	Document
Narrow Field Named Award	Bachelor of International Relations Master of International Relations	Testamur Transcript AHEGS
Requirement		**SAS**
48 units or greater in the narrow field		Unique program code
Orders		**CRICOS**
One entry		One
Comments		
For Awards of less than 48 units, 100% of the Award must be in the narrow field.		

Type	Example Award	Document
Broad Field Named Award with Augmentation (Graduate programs only)	Master of Arts in International Relations	Testamur Transcript AHEGS
Requirement		**SAS**
At least 36 units in the field contained in the augmentation.		Each augmentation is a separate plan in the same program. The default plan does not have an augmentation.
Orders		**CRICOS**
Each augmentation has its own entry on Programs and Courses. The default plan may have an entry in Programs and Courses if it is available to be taken without an augmentation.		One for the broad field named Award, shared between Augmentations.
Comments		
For Awards of less than 48 units, at least 75% of the Award must be in the augmentation.		

Type	Example Award		Document
Bracketed Award	Bachelor of Arts (Honours) Master of Arts (Advanced)		Testamur Transcript AHEGS
Requirement		SAS	
Only to be used where the information in brackets qualifies the level or mode of the Award but does not describe the field/s of study.		Unique plan code that sits within the standard, non 'advanced' program.	
Orders		CRICOS	
Unique Programs and Courses entry for the 'Advanced' plan.		Unique CRICOS	
Comments			
Only available for Bachelor degrees and Master degrees.			

1.3   Award post-nominals

1. A post-nominal is the shortened way for graduands to refer to attainment of an award. Graduands may reference a post-nominal in letterhead, business cards, and other official communications. When used in practice, *'ANU´* may be placed after the post-nominal in *italics*.

2. A post-nominal is created by compiling a number of abbreviations, referencing both the type of award and the discipline in which it has been studied.

3. Post-nominals are meaningful, easily recognisable, free from possible negative connotations and comply with the list of approved abbreviations detailed under *Table 2: Award Abbreviations* and *Table 3: Discipline Abbreviations*.

4. New post-nominals not detailed under *Table 2: Award Abbreviations* and *Table 3: Discipline Abbreviations* comply with ISO 4: 1997 international standards for title word abbreviations, and are submitted for endorsement of the Registrar and approval of Academic Board.

5. An exception to (4) above may be endorsed by the Registrar and approved by Academic Board on the basis of a written case. Exceptions must comply with the following principles:

    a. An abbreviation for a single discipline/field of study does not normally exceed six characters.

    b. The same abbreviation is not used for unrelated disciplines.

    c. If an accepted international form has been established, this is used.

    d. Multiple abbreviations for the one discipline/field of study are not used.

    e. Post-nominals do not include spaces or punctuations between any letters.

    f. The first letter of each abbreviated word is capitalised.

    g. Post-nominals use no more than 20 characters in total.

    h. 'And' should be represented by an ampersand ('&') not by the text 'and'.

i. Post-nominals do not include parentheses, brackets, or other delimiting characters such as dashes.

6. Post-nominals for an award are not greater than 20 characters in total. Where compliance with the abbreviations in Table 3 would result in a post-nominal of greater than 20 characters, an alternate abbreviation is submitted for endorsement of the Registrar and approval of Academic Board following the process detailed in (5) above.

7. Table 4 details exceptions to standard approved post-nominals as compiled from Tables 2 and 3, on the basis of international standards.

Table 2: Award abbreviations

Award	Abbreviation
Associate Degree	AssocDeg
Associate Diploma	AssocDip
Bachelor	B
Bachelor of Philosophy	PhB
Diploma	Dip
Doctorate	D
Graduate Certificate	GCert
Graduate Diploma	GDip
Honours	Hons
Master	M
Master of Philosophy	MPhil
Doctor of Philosophy Doctor of Philosophy (Clinical Psychology)	PhD
Doctor of Psychology (Clinical)	DPsych (Clinical)

Table 3: Discipline abbreviations

Discipline	Abbreviation
Accounting	Acc
Actuarial	Act
Administration	Admin
	'A' where an international convention exists
Adult	Ad
Advanced	Adv
Agriculture	Agr
Affairs	Aff
American	Am
Analysis/Analytics	An
Animal	Anim
Anthropology	Anth
Applied	App
Archeology/Archaeological	Arch
Architecture/Architectural	Archt
Art	Art
Arts	A
Asia/Asian	As
Astronomy	Astrn
Astrophysics	Astrphys
Australian	Aust
Aviation	Avn
Biographical	Biog
Bioinformatics	Bioinf
Biological/Biology	Biol
Biomedical	Biomed
Biotechnology	Biotech
Building	Bldg

Discipline	Abbreviation
Business	Bus
	'B' where an international convention exists
Central	C
Change	Change
Chemical/Chemistry	Chem
Classical	Class
Climate	Clim
Clinical	Clin
Collections	Coll
Commerce/Commercial	Comm
Communication/ Communications	Commun
Computational	Comptl
Computer/Computing	Comp
Contemporary	Contp
Counselling	Coun
Creative	Crtv
Criminology	Crim
Cultural/Culture	C
Curatorship/Curatorial	Cur
Cyber	Cy
Data	Dat
Defence	Def
Demography	Demog
Dental	Den
Design	Des
Development	Dev
Digital	Dig
Diplomacy/Diplomatic	Dipl

Discipline	Abbreviation	Discipline	Abbreviation
Disasters	D	Health	Health
Dispute	Dis	Heritage	Hte
Earth	Earth	Higher Education	HEd
eCommerce	eComm	History	Hist
Econometrics	Emet	Horticulture	Hort
Economic/Economics	Ec	Human	Hum
Education	Ed	Humanities	Humt
Effects	Fx	Indigenous	Indig
Electrical	El	Industry Based Learning	IBL
Electronic/Electronics	Elnc	Information	Inf
Energy	Energy	Infrastructure	Infr
Engineering	Eng	Innovation	Innov
Entrepreneurship	Entr	Instrumentation	Inst
Environment/Environmental	Env	Intellectual Property	IP
Epidemiology	Epi	Interdisciplinary	Interdis
eScience	eSci	International	Int
European	Euro	Interpretation	Intp
Evolutionary	Evo	Islam in the Modern World	IMW
Executive	Exec	Japanese	Jap
Exercise	Ex	Journalism	J
Financial/Finance	Fin	Justice	Jstc
Foreign Affairs	ForAff	Laboratory	Lab
Forest/Forestry	For	Language/Languages	Lang
General	Genr	Latin	L
Genetics	Gen	Law	Law
Geography/Geographical	Geog		'L' where an international convention exists
Global/Globalisation	Glob		
Governance	Govn	Leadership	Ld
Government	Gov	Legal	Leg
Hazards	Haz	Letters	Litt
		Liberal	Lib

Discipline	Abbreviation	Discipline	Abbreviation
Liberal Arts	LA	Outreach	Outreach
Library	Library	Pacific	Pac
Linguistics	Ling	Participatory	Par
Literature	Lit	Performance	Perf
Machine Learning	MaLe	Pharmacy	Pharma
Management	Mgt	Philosophy	Phil or Ph
Manufacturing	Manuf	Photonic/Photonics	Photonics
Marketing	Mktg	Physiotherapy	Physio
Materials	Mat	Policing	Policing
Mathematical/Mathematics	Math	Policy	Pol
Measurement	Meas	Political/Politics	P
Mechanical	Mech	Population	Popln
Mechatronic/Mechatronics	Mect	Practice	Prac
Media	Media	Precision	Pre
Medical/Medicine	M	Professional	Prof
Metallurgical/Metallurgy	Met	Project	Proj
Methods	Mth	Psychology/Psychological	Psych
Middle Eastern	ME	Public	Pub
Military	Mil		'P' where an international convention exists
Migration	Mig	Quantitative	Qnv
Museum/Museums	Musm	Quantum	Qua
Music	Mus	Radiology	Rad
National	Nat	Regulation/Regulatory	Reg
Natural	Natur	Relations	R
Neuroscience	Neurosci	Renewable	Ren
New Media Arts	NMA	Research	Res
Nuclear	Nuc	Resource	Rsc
Nursing	Nsg	Risk	Rsk
Obstetrics	Ob	Science/Sciences	Sc
Ocean	O	Security	Sec

Discipline	Abbreviation
Security analysis	SecAnalysis
Semiconductor	Semicond
Social	Soc
Society	Socy
Software	Soft
Solar	Solar
South East Asian	SEA
Special	Spec
Sport	Sport
Statistics	Stats
Strategic/Strategy	Strat
Studies	St
Surgery	S
Sustainable/Sustainability	Sust
Systems	Sys
Teaching	Teach

Discipline	Abbreviation
Teaching English as a Second Language	TESOL
Techniques	Ts
Technologies/Technology	Tech
Telecommunication/ Telecommunications	Tel
Theology	Th
Theory	T
Tourism	Tour
Trade	Tde
Translation	Trans
Veterinary	Vet
Vision	Vis
Visual	V
Web	Web
Writing	W
Work	Wrk
Year in Asia	YIA

Table 4: Approved exceptions to Tables 2 and 3 on the basis of international standards

Degree	Approved exception
Bachelor of Laws	LLB
Master of Laws	LLM
Juris Doctor	JD
Doctor of Fine Arts	DFA
Doctor of Juridical Science	SJD
Doctor of Laws	LLD
Doctor of Medicine	MD
Medicinae ac Chirurgiae Doctoranda	MChD

2. Accreditation of AQF Curriculum

2.1   Program accreditation

1. Academic Board, on advice from the Academic Quality Assurance Committee (coursework programs) or University Research Committee (Higher Degree Research (HDR) programs) (via the HDR Committee), accredits new programs and amendments to programs for a maximum period of five years. Program amendments are accredited until a program is due to be reviewed. Professional accreditation is the responsibility of the relevant managing ANU College(s). *[HESF 5.1.1-2, 6.3.2.c]*

2. Program proposals provide evidence of alignment with the Higher Education Standards Framework, ANU Strategic Plan, demand, academic merit and of research-led approaches to education. *[HESF 5.1.3a]*

3. Program proposals that have two or more disciplines in the program name must demonstrate how the disciplines are integrated within the program.

2.2   Proposals for the introduction or amendment of an academic program

1. Proposals for the introduction or amendment of academic programs are first considered by the relevant ANU College(s). Proposals are initiated on the appropriate template in the Curriculum Management System (CMS) by the relevant ANU College.

2. If endorsed by the ANU College(s), program proposals are submitted for Academic Quality Assurance Committee (coursework) or HDR Committee (HDR) consideration via the Curriculum Management System (CMS) in line with scheduled dates.

3. If endorsed by Academic Quality Assurance Committee (coursework) or the University Research Committee (HDR) (via the HDR Committee) by a majority, the proposal is submitted for Academic

Board accreditation. Academic Board considers the accreditation of academic programs in line with the ANU Strategic Plan and academic standards, as articulated in University policy. *[HESF 5.1.3.b-c]*

4. Once accredited by Academic Board, the Academic Standards and Quality Office publishes the program on *Programs and Courses*.

5. Enrolled students must be informed of an amendment to the program orders of an academic program by the relevant managing ANU College(s) through the usual University means of communication and must be notified of their options and the transitional arrangements that will be put in place.

6. The following types of programs, based on compliance requirements and on previous ANU experience, present higher risks to the University and require special scrutiny in approval processes. Proposals for the creation or amendment of the following program types will not be considered for endorsement or approval out of session, including by executive approval:

    a. All programs at AQF Level 5

    b. All programs at AQF Level 6

    c. All transnational education programs

    d. All programs taught in a language other than English

    e. Programs that have been identified by Academic Board as leading to child-related occupations and so required to include education "to increase awareness and understanding of the prevention of child sexual abuse and potentially harmful sexual behaviours in children".

2.3   Transnational education programs

1. Approval for transnational education programs is only given where, in addition to other requirements outlined in (2)-(6) below, any transnational partnerships are consistent with the *Policy: International partnerships and agreements* and *Procedure: International partnerships and agreements*.

2. Approval for transnational education programs is contingent on fulfilment of additional requirements.

3. Proposals for transnational education programs include the completed Transnational Education Programs checklist and a cover memo outlining strategic alignment and intent, overseas government authorities' approval information, if applicable, and indication of potential financial viability.

4. The Academic Standards and Quality Office (ASQO) and International Admissions Office endorse the transnational program and the agreement for the transnational program prior to submission for Academic Quality Assurance Committee (coursework) or University Research Committee (HDR) consideration.

5. The agreement for the transnational program is reviewed and endorsed by responsible areas and officers as per the *Procedure: International Partnerships and Agreements*, prior to submission for Academic Quality Assurance Committee (coursework) or University Research Committee (HDR) consideration.

6. Once accredited by Academic Board, a yearly program health check that considers enrolments, student evaluation data and quality assurance arrangements will be undertaken by the relevant college(s) and submitted to the Academic Quality Assurance Committee (coursework) or University Research Committee (HDR) for endorsement and Academic Board for approval. *[HESF 5.4.2]*

2.4 Programs delivered in a language other than English

1. Approval for programs and courses to be delivered in languages other than English that do not have as their primary purpose education in language proficiency is contingent on fulfilment of additional requirements.

2. Records of results, testamurs, and graduation certification documents must state if more than 50% of courses in a program were delivered and assessed in a language other than English, except for the use of another language to develop proficiency in that language *[HESF 1.5.6-7]*.

3. Proposals for such programs must address the following requirements:

   a. Admission standards to the program, with the expectation that standards will be the same as for programs delivered in English, but with the exception of English language requirements for admission; and

   b. The appointment of an external examiner who is proficient in English and the language of instruction who is an expert in the relevant discipline. Where required a registered translator may also be engaged to ensure the accurate translation of course materials; and

   c. Staff proficiency in both English and the language of instruction; and

   d. Quality assurance arrangements proposed for monitoring the equivalence of any teaching and or assessment tasks that are completed in English with those in the language of instruction and student outcomes for the program; and

   e. Provision of examination conditions that satisfy University requirements.

4. The ANU International Office and the Academic Standards and Quality Office must endorse the proposal prior to submission for Academic Quality Assurance Committee consideration.

5. Where the program is, under the English Language Admission Requirements and Post-Admission Policy, exempt from the university's English language admission requirements, the managing College is responsible, including for the costs, for certified translations into the target language of ANU documents including policy documents to which students may need access.

2.5 Program review and reaccreditation

1. Each academic program may be accredited for a maximum of 5 years. If accreditation expires, the Academic Standards and Quality Office will place a last term admit date on the program until such time as it is reaccredited.

2. Each academic program is, based on the recommendations of a program review, considered for reaccreditation by the Academic Quality Assurance Committee; the Academic Quality Assurance Committee then makes a recommendation on reaccreditation to Academic Board *[HESF 5.1.2]*. If a program is not recommended for reaccreditation, the Academic Standards and Quality Office will place a last term admit date on the program.

3. The Academic Quality Assurance Committee determines the regular review cycle. Programs listed in Table 5: Professionally Accredited Programs will, at the request of the relevant Associate Dean (Education), be scheduled to follow the review schedule of the accrediting body so long as this does not breach HESF requirements.

4. Nested programs (e.g. Graduate Certificate/Graduate Diploma/Master); or the Master/Master (Advanced); pass degree/direct-entry Honours/+1 Honours; or in-person/online versions of a program should normally be reviewed together as a single review unless the Associate Dean (Education) deems this to be not appropriate.

5. In cases, other than resource constraints, that are endorsed by Academic Board as being beyond the control of the College, a College Associate Dean (Education) may request in writing to the Academic Quality Assurance Committee that it approve an extension to the review date of up to 12 months; an extension will not be granted that results in a cumulative extension of more than 12 months past the original review date.

6. The Academic Quality Assurance Committee may trigger programs for early review based on one or more of the following criteria:

    a. evidence of student retention rates under 80% (excluding transfers from Diploma to Bachelor; Bachelor to Bachelor (Honours); Graduate Certificate to Graduate Diploma and/or to Master; Master to Master (Advanced)); and/or

    b. a majority of the courses listed in the program orders with an agreement rate of <50% for overall satisfaction in SELT.

7. Each of the University's academic programs is reviewed using the University's proforma, however programs subject to professional accreditation may use the proforma of the relevant accreditation body and submit a supplementary statement covering any HESF, AQF, and ANU requirements that have not been covered in the accreditation review.

8. For the purposes of University policy, the programs listed in *Table 5*, which excludes disestablished programs, are regarded as professionally accredited programs.

Table 5: Professionally accredited programs

Code	Name	Accrediting Body
7410XMACTS	Master of Actuarial Studies	Chartered Financial Analysts Institute
7413XMPACC	Master of Professional Accounting	CPA Australia and CA ANZ
7414XMACCT	Master of Accounting	CPA Australia and CA ANZ
7418XMFIN	Master of Finance	Chartered Financial Analysts Institute
7420XMACTP	Master of Actuarial Practice	Chartered Financial Analysts Institute
7601XMCPSY	Master of Clinical Psychology	Australian Psychology Accreditation Council
7706XMCOMP	Master of Computing	Australian Computer Society
8950XMCHD	Doctor of Medicine and Surgery	Australian Medical Council
9064XCLPSY	PhD (Clinical Psychology)	Australian Psychology Accreditation Council
AACOM	Bachelor of Advanced Computing (Honours)	Australian Computer Society
AENGI	Bachelor of Engineering (Honours)	Engineers Australia
AENRD	Bachelor of Engineering (Rsch & Dev)	Engineers Australia
ALLB	Bachelor of Laws (Honours)	ACT Legal Practitioners Admission Board

APSYC	Bachelor of Psychology (Honours)	Australian Psychology Accreditation Council
BACCT	Bachelor of Accounting	CPA Australia and CA ANZ
BACTS	Bachelor of Actuarial Studies	Chartered Financial Analysts Institute
BCOMP	Bachelor of Computing	Australian Computer Society
BFINN	Bachelor of Finance	CPA Australia and CA ANZ
BSPSY	Bachelor of Science (Psychology)	Australian Psychology Accreditation Council
BSTAT	Bachelor of Statistics	Statistical Society of Australia
MBINS	Master of Business Information Systems	Australian Computer Society
MJD	Juris Doctor	ACT Legal Practitioners Admission Board
MPPSY	Master of Professional Psychology	Australian Psychology Accreditation Council
MSTAT	Master of Statistics	Statistical Society of Australia
VCOMP	Master of Computing (Advanced)	Australian Computer Society

Review scope

9. The purpose of a program review is to support the University's commitment to continuous improvement. The purpose of a review is not remedial: known problems, concerns, or non-compliance should be addressed as soon as they become known through standard program amendment processes, but where identified during a review process should be addressed.

10. The scope of a program review must include, at a minimum, consideration of the following, each drawing as far as possible on external referencing or other benchmarking *[HESF 5.3.1]*:

    a. design and content *[HESF 5.3.2]*,

    b. expected learning outcomes *[HESF 5.3.2]*,

    c. methods for assessment of those outcomes *[HESF 5.3.2]*,

    d. extent of students' achievement of learning outcomes *[HESF 5.3.2]*,

    e. emerging developments in the field of education *[HESF 5.3.2]*,

    f. modes of delivery *[HESF 5.3.2]*,

    g. the changing needs of students *[HESF 5.3.2]*,

    h. identified risks to program quality *[HESF 5.3.2]*,

    i. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery *[HESF 5.3.4.a]*, and

    j. the assessment methods and grading of student' achievement of learning outcomes for selected courses within the program *[HESF 5.3.4.b]*;

    k. whether the resources required to deliver the program as accredited will be available when needed [*HESF 5.1.3.c*], and

    l. student feedback on their educational experiences *[HESF 5.3.5]*.

11. The review will also consider:

    a. employability, employment outcomes, and progression to further study,

b. strategic fit within the College and University,

c. linkages, where they do or can exist, between the program and the University's unique national responsibilities, including to national policymakers and national institutions, and

d. whether the Inherent Requirements statement (if applicable) is appropriate and reflects good practice.

12. The recommendations of the review will include, as per *HESF 5.3.7*:

a. mitigation and continuous monitoring of any identified future risks to the quality of the education provided, and

b. guidance on specific improvements, and on monitoring the effectiveness of any subsequent action, including any identified improvements relating to admission criteria and approaches to program design, teaching, supervision, learning and academic support.

Review panel membership

13. The HESF requires that the decision to reaccredit is informed by overarching academic scrutiny of the program that is competent to assess the design, delivery and assessment of the program independently of the staff directly involved in those aspects of the program *[HESF 5.1.3.b]*. The decision will be based on the recommendations of an expert panel.

14. The expert panel will, except in the case of clause 15 below, consist of at least the following three members:

a. the Associate Dean (Education) of the managing College, or nominee who is neither a staff member of any Research School (or a School that is not a constituent part of a Research School) with more than an incidental academic or administrative involvement in the program, nor a current or past program convenor, as chair; an incidental involvement is defined as a School having no subplans and only non-compulsory courses in the program orders (other than as ANU free electives) where the unit value of those courses is not more than 5% of the total unit value of courses in the program orders.

b. one independent member external to the university who is an academic in a relevant discipline, appointed by the Chair.

c. one independent member external to the university who is a practicing professional in a relevant area, appointed by the Chair.

15. Programs that are exit only, that is, where students are enrolled in another ANU program and are admitted into the exit only program solely for purposes of graduation and students in the exit only program cannot enrol in any other courses between admission and graduation, may replace the requirement for two external members (14b, 14c) with two internal members who meet the requirement for additional members in clause 16.

16. The Associate Dean (Education) of the managing College may appoint up to four additional members to a panel who are not:

a. a staff member of any Research School (or a School that is not a constituent part of a Research School) with more than an incidental academic or administrative involvement in the program; an incidental involvement is defined as a School having non-compulsory courses in the program orders (other than as ANU free electives) where the unit value of those courses is not more than 5% of the total unit value of courses in the program orders; or

b. a current or past convenor of the program.

17. When appointing additional members, the Chair will have regard to the range of experience of members (for example, current students, alumni, employers, external regulators) and of the demographic makeup of the panel.

18. The panel must have a minority of members who are staff internal to the College/s offering the program.

19. For clarity, the Secretariat and other support staff are not members of the expert panel.

20. Where a review of an externally accredited program listed in Table 5: Professionally Accredited Programs is undertaken by a panel appointed by the accrediting body, that panel may serve as the review panel on condition that no panel members have a significant conflict of interest, and that the panel must not have a majority of members who are staff internal to the College/s offering the program.

Meeting procedure

21. The Chair will, after consultation with the external members, decide whether meetings are held in person or by videoconference.

22. Once constituted, the panel will determine its own meeting protocols.

23. Where a review of an externally accredited program listed in Table 5: Professionally Accredited Programs is undertaken by an accrediting body, the accrediting body may determine the meeting procedure.

Written documentation

24. The University is to publish, not later than 24 December two years preceding the year in which the program reviews are due (e.g. 24 December 2024 for 2026 reviews), a list of all program reviews to be undertaken in a calendar year, the deadline for written submissions to the review, the contact details of the Chair of the review to whom submissions should be sent, and a statement that submissions may be marked confidential.

25. The following written documentation is to be available to panel members by a date determined by the Panel Chair:

    a. A consolidated submission from the managing College/s, including analysis of alignment with University and College strategy, sustainability of staffing for the program, and external referencing necessary to support the review scope;

    b. ASQO, on compliance with internal and external legislation, rules, and policies;

    c. PSP, on data held by the University that relates to the program including 5 years time series data on load, student success, and feedback from students, and data relating to employability that is as far as possible disaggregated to program level;

    d. CGRO on the previous review of the program, and the implementation of its recommendations as reported to AQAC; and

    e. Any other submissions that have been received.

Interviews

26. The panel may, at its discretion, interview relevant stakeholders.

27. The panel will consult with the College Dean and the Program Convenor before finalising its recommendations.

28. Where a review of an externally accredited program listed in Table 5: Professionally Accredited Programs is undertaken by an accrediting body, the accrediting body may determine whether or not any interviews are held and, if so, with whom.

Governance Process

29. The Chair of the Review Panel is responsible for ensuring and certifying that all panel members have agreed to the final text of the review or, if they do not, that they have their disagreement with all or part of the report explicitly noted in the report.

30. No changes may be made to the Final Report other than by the Review Panel.

31. Once the report is finalised, the Chair of the Review Panel sends to the review report to the Secretary to the College Education Committee for noting by the College Education Committee.

32. Following noting by the College Education Committee, the report together with any comments or conditions, are sent to the Secretary of the Academic Quality Assurance Committee for consideration by the Committee.

33. Following consideration by AQAC, the report together with any endorsement, comments or conditions, are sent to the Secretary of the Academic Board for consideration by the Board.

34. Any recommendations approved by Academic Board are then added to the AQAC Program Review Recommendations Monitoring Report, with progress against implementation to be recorded by the relevant College.

2.6 Admissions standards accreditation

1. Academic Quality Assurance Committee endorses, and Academic Board approves coursework admissions standards for a maximum period of five years. Admissions standards include:

   a. minimum English language requirements *[HESF 1.1.1]*, and

   b. minimum academic qualification *[HESF 1.1.1]*.

2. The University's academic colleges may propose additional program-specific eligibility criteria and prerequisites, which are endorsed by Academic Quality Assurance Committee and approved by Academic Board.

3. Admissions standards for each of the University's coursework programs are reviewed at least every five years, although Academic Quality Assurance Committee or Academic Board may trigger a shorter review cycle on the basis of evidence relating to student outcomes, breaches, conflicts of interest or quality assurance.

4. Any breaches in admissions standards are reported to Academic Quality Assurance Committee, Academic Board, and the Vice Chancellor.

2.7 Disestablishing programs

1. Programs may be disestablished by Academic Board on the advice of the Academic Quality Assurance Committee (coursework programs) or University Research Committee (HDR programs), via the HDR Committee.

2. Prior to initiating a disestablishment, the relevant managing ANU College(s) must investigate any possible adverse effects that the change may have and:

   a. consult with ASQO whether under the terms of the *Funding Agreement between the Commonwealth of Australia as represented by the Minister for Education and The Australian National University regarding funding under the Higher Education Support Act 2003* the University must consult the Commonwealth and obtain the Commonwealth's approval for the closure of the program;

   b. identify current students and propose any transitional arrangements or alternative equivalent programs;

   c. identify potential enrolments or potential student cohorts in pathway programs who may be affected by the decision to disestablish an academic program and propose alternative program options and/or any transitional arrangements that will be put in place;

   d. time-limits on the transitional arrangements; and

   e. may add a temporary last admit term for the program on *Programs and Courses* to prevent new applications or offers during the decision process.

3. The default period for transitioning students out of a disestablished program is the full-time duration of study for the final cohort of students admitted, where an equivalent program for students to transition into can be identified, and the part-time duration of study for the final cohort of students where no equivalent program can be identified.

4. Proposals for the disestablishment of an academic program are initiated on the appropriate template in the Curriculum Management System (CMS) by the relevant ANU College(s) and considered for endorsement by the relevant ANU College(s) Education Committee.

5. Proposals are submitted for Academic Quality Assurance Committee (coursework programs) or University Research Committee (HDR programs) (via the HDR Committee) consideration via the Curriculum Management System (CMS).

6. If endorsed by the Academic Quality Assurance Committee or University Research Committee the proposal is submitted for Academic Board approval.

2.8   Disestablishing Programs: actions post approval

1. Following approval by the Academic Board, the managing ANU College(s) must:

   a. if not already done so, add a last admit term for the program on Programs and Courses;

   b. notify current students via their ANU email account and provide:

      i. the effective date of disestablishment;

      ii. options to transfer to equivalent ANU programs (if relevant);

      iii. the transitional arrangements put in place and the duration of such arrangements;

   c. notify potential enrolments or potential student cohorts in pathway programs of their options and any transitional arrangements that will be put in place; and

   d. commence teachout of the program.

2.9   Major, minor, and specialisation accreditation

1. Academic Board, on advice from the Academic Quality Assurance Committee, accredits new majors, minors, and specialisations for a maximum period of five years. Professional accreditation is the responsibility of the relevant managing ANU College(s).

2. All majors, minors, and specialisations are managed and taught by one or more of the Colleges. They cannot be managed or taught outside one of those academic structures.

3. Academic Board, on advice from the Academic Quality Assurance Committee, approves amendments to the admission requirements for Honours Specialisations; the host ANU College will approve all other amendments to majors, minors, and specialisations.

2.10   Proposals for the introduction of majors, minors and specialisations

1. Proposals for the introduction of majors, minors or specialisations are first considered by the relevant ANU College(s). Proposals are initiated on the appropriate template in the Curriculum Management System (CMS) by the relevant ANU College(s).

2. If endorsed by the ANU College(s), the major, minor or specialisation proposal is submitted for Academic Quality Assurance Committee consideration via the Curriculum Management System (CMS) in line with scheduled dates.

3. If endorsed by Academic Quality Assurance Committee by a majority, the proposal is submitted for Academic Board accreditation. Academic Board considers the accreditation of majors, minors and specialisations in line with the ANU Strategic Plan and academic standards, as articulated in University policy.

4. Once accredited by Academic Board, the Academic Standards and Quality Office publishes the major, minor or specialisation on *Programs and Courses*.

2.11   Proposals for the amendment of majors, minors and specialisations

1. Proposals for the amendment of majors, minors or specialisations are considered by the relevant ANU College(s). Proposals are initiated on the appropriate template in the Curriculum Management System (CMS) by the relevant ANU College(s).

2. Once accredited by the ANU College(s), the Academic Standards and Quality Office publishes the major, minor or specialisation on *Programs and Courses*.

3. Proposals to amend Honours specialisation admission requirements follow the process for new majors, minors and specialisations detailed in section 2.11.

2.12   Major, minor, and specialisation review and reaccreditation

1. All sub-plans must be reviewed at least once every 5 years.

2. ANU Colleges may propose an appropriate review schedule for sub-plans that aligns with the 5 year program review schedule reported to and endorsed by AQAC, and approved by Academic Board annually.

2.13   Disestablishing majors, minors and specialisations

1. Majors, Minors, and Specialisations may be disestablished by Academic Board on the advice of the Academic Quality Assurance Committee. If a major, minor or specialisation is to be disestablished, the

relevant managing ANU College(s) must, for majors, consult with ASQO whether under the terms of the *Funding Agreement between the Commonwealth of Australia as represented by the Minister for Education and The Australian National University regarding funding under the Higher Education Support Act 2003* the University must consult the Commonwealth and obtain the Commonwealth's approval for the closure of the major; and for all sub-plans investigate any possible adverse effects that the change may have on students currently enrolled in the program, with particular regard to:

   a. any transitional arrangements required; and

   b. time-limits on the transitional arrangements.

2. If a major, minor or specialisation is listed in the orders of a program, its removal must be approved before the major, minor or specialisation can be disestablished. The disestablishment date cannot be before the effective date of its removal from the program. Disestablishment of majors, minors and specialisations is permanent on approval.

3. Proposals for the disestablishment of a major, minor or specialisation are first considered by the relevant ANU College(s). The proposals are initiated on the appropriate template in the Curriculum Management System (CMS) by the relevant ANU College(s).

4. If endorsed by the ANU College(s), proposals are submitted for Academic Quality Assurance Committee consideration via the Curriculum Management System (CMS).

5. If endorsed by the Academic Quality Assurance Committee by majority, the proposal is submitted for Academic Board approval.

6. If approved, teach out is commenced, including processes of notifying affected students.

2.14   Course accreditation

1. All courses are governed and taught by an academic College. Courses are not owned or taught outside of those academic structures.

2. The relevant ANU College Education Committee (or equivalent) accredits new courses and amendments to courses for a maximum period of five years, with the exception of courses that are not taught in the English language and which do not provide education that aims to develop proficiency in languages other than English, as described in clause 2.16.

3. Course amendments are accredited until the course is due to be reviewed.

4. Professional accreditation is the responsibility of the relevant managing ANU College.

5. To ensure that our course handbook reflects what we teach, each taught course, other than special topics courses, must be taught at least once over each three calendar year period. Towards the end of each year, Planning and Service Performance (PSP) provides to College Associate Deans (Education) a list of courses not taught at least once over a three calendar year period. Courses on that list are to be disestablished as at 01 January of the year following that period unless the Associate Dean (Education) of the managing College approves a case as to why the course should not be disestablished. A list of any retained courses together with the rationale for retention of each provided by Colleges is tabled at the first meeting each year of the Academic Quality Assurance Committee for discussion and consideration of any policy changes suggested by the responses. For clarity, co-taught courses are not aggregated for this process.

6. Each year, Planning and Service Performance (PSP) provides to the Academic Quality Assurance Committee a list of courses not taught at least once over a six year period. All courses on this list are,

after confirmation of accuracy of the list with the Associate Deans (Education), automatically disestablished. For clarity, co-taught courses are not aggregated for this process.

7. Proposals to establish, modify or disestablish courses that involve either the academic content or resources of another ANU College must include documentary evidence of consultation with that ANU College.

8. Colleges will report their list of new, reaccredited and disestablished courses to the Academic Quality Assurance Committee once a year.

2.15 Proposals for the introduction or amendment of a course

1. Proposals for the introduction or amendment of courses, other than courses taught in a language other than English and which do not provide education the primary purpose of which is to develop facility in that language, are considered by the relevant ANU College(s) Education Committee. The proposals are initiated on the appropriate template in the Curriculum Management System (CMS) by the relevant ANU College(s).

2. Proposals for the introduction or amendment of courses taught in a language other than English and which do not provide education the primary purpose of which is to develop facility in that language, are first considered by the relevant ANU College(s) Education Committee for endorsement and if endorsed are sent to the Academic Quality Assurance Committee for consideration for approval. The proposals are initiated on the appropriate template in the Curriculum Management System (CMS) by the relevant ANU College(s).

3. Once accredited, the relevant ANU College publishes the course on *Programs and Courses*.

2.16 Courses delivered in a language other than English

1. All ANU courses that are not taught in the English language and which do not provide education that aims as its primary purpose to develop proficiency in languages other than English must be considered for accreditation by the Academic Quality Assurance Committee.

2. Approval for courses to be delivered in languages other than English that do not have as their primary purpose education in language proficiency is contingent on the fulfilment of the following additional requirements:

   a. The appointment of an external examiner who is proficient in English and the language of instruction who is an expert in the relevant discipline. Where required a registered translator may also be engaged to ensure the accurate translation of course materials; and

   b. Staff proficiency in both English and the language of instruction; and

   c. Quality assurance arrangements proposed for monitoring the equivalence of any teaching and or assessment tasks that are completed in English with those in the language of instruction and student outcomes for the programs or courses; and

   d. Provision of examination conditions that satisfy University requirements.

3. Where the course is in a program that is exempt from the university's English language admission requirements, the managing College is responsible, including for the costs, for certified translations into the target language of ANU documents including policy documents to which students may need access.

2.17   Course review and reaccreditation

1. Each course will be reviewed at least once every 5 years on the review proforma or equivalent document using one of the following methods *[HESF 5.3.3-4b]*:

    a. Comprehensive review, which is a review of all aspects of the course and includes the design and content, the learning outcomes, the methods for assessment of those outcomes, SELT data, grade distribution, enrolment patterns and modes of delivery. It also reviews the Course page in the LMS and course materials. It may include a peer review and convenor self-assessment.

    b. Streamlined review, which is a compliance-based review focusing on constructive alignment of course description, learning outcomes, assessment, and most recent class summary, as well as compliance with university policy and AQF requirements. It may include SELT data at the discretion of the College.

    c. External accreditation review, which is a review of a program carried out by an external professional body for the purpose of accrediting that program so that graduates are entitled to practice or become a member of that profession. Such a review satisfies course review requirements if the College Education Committee reviews the accreditation documentation and determines that the accreditation documentation satisfies either the comprehensive or streamlined course review process, other than completion of the Compliance Checklist for compliance with HESF, AQF, and ANU policy which must always be completed for each course.

2. A shorter review and reaccreditation cycle for courses may be triggered by the ANU College Dean, Associate Dean (Education), Heads of School, or College Education Committee or equivalent, or by the Course Convenor, on the basis of evidence relating to viability, quality assurance, or student outcomes or experience. Courses triggered for a shorter review cycle must follow the comprehensive review process.

3. A course must follow comprehensive review process if:

    a. The previous review of the course followed the streamlined review process;

    b. It had a SELT agreement rate in the bottom 5% for that College on its most recent offering; and/or

    c. Concerns education "to increase awareness and understanding of the prevention of child sexual abuse and potentially harmful sexual behaviours in children".

4. Outcomes of the course review, including all documentation prepared for or by the review, are reported to the relevant ANU College Education Committee (or equivalent). If approved, the course is reaccredited for a maximum of 5 years. ANU Colleges are responsible for maintaining records of course review outcomes.

2.18   Proposals for the disestablishment of courses

1. The relevant ANU College may disestablish a course that is not listed in the orders of any program, major, minor, or specialisation; if a course is listed, its removal must be approved before the course can be disestablished. The course disestablishment date cannot be before the effective date of its removal from any program, major, minor, or specialisation. Disestablishment of courses is permanent on approval, that is, the course cannot be reactivated and the course code cannot be reused; this does

not preclude creation of a similar course with a different course code. Proposals for the disestablishment of courses are first considered by the relevant ANU College(s). The proposals are initiated on the appropriate template in the Curriculum Management System (CMS) by the relevant ANU College(s).

2. If endorsed by the ANU College(s), proposals are submitted via the Curriculum Management System (CMS) to the Academic Standards and Quality Office for action.

3. If approved, the course must continue to be taught until all requirements of the Procedure: Course/Class Cancellation have been met.

2.19   Responsibility for implementation

1. Academic Board has responsibility for approving the introduction, amendment to, or disestablishment of academic programs. It has responsibility for monitoring the University's academic programs accreditation framework to ensure quality assurance for academic standards, and the identification of opportunities for quality enhancement. *[HESF 5.1.2]*

2. The Pro Vice-Chancellor (Academic Quality) has responsibility for monitoring and reporting to Academic Board on the University's academic programs accreditation framework to ensure quality assurance for academic standards and the identification of opportunities for quality enhancement.

3. College Deans have responsibility for ensuring that proposals align with University policy and ANU College resource strategy before they are submitted for Academic Quality Assurance Committee (coursework) or University Research Committee (HDR) (via the HDR Committee) and Academic Board accreditation.

4. Academic Quality Assurance Committee has responsibility for endorsing for Academic Board the introduction, amendment to, or disestablishment of academic coursework programs. Members of Academic Quality Assurance Committee have responsibility for monitoring the University's academic programs and course accreditation process and recommending and reviewing improvements to that process.

5. University Research Committee, via the HDR Committee, has responsibility for endorsing for Academic Board the introduction, amendment to, or disestablishment of HDR programs. Members of the University Research Committee have responsibility for monitoring the University's HDR programs and course accreditation process and recommending and reviewing improvements to that process.

6. Associate Deans (Education) or equivalent are responsible for ensuring that proposals are fully completed, in line with University policy and supported by documentation before they are submitted for Academic Quality Assurance Committee or University Research Committee (via the HDR Committee), and Academic Board consideration. They are also responsible for ensuring that changes approved by Academic Board are implemented, and for communicating opportunities to improve the University's accreditation policy framework.

7. Academic and Professional Staff completing proposals are responsible for ensuring that proposals are fully completed, in line with University policy and supported by documentation before they are submitted to the Associate Dean. They are also responsible for ensuring that changes approved by Academic Board are implemented.

8. Division of Student Administration and Academic Services (DSAAS) has responsibility for ensuring that proposals are fully completed with correct nomenclature, in line with University policy, compliant with legislation (HESF, ESOS), and supported by documentation before they are submitted to Academic

Quality Assurance Committee or HDR Committee, and publishing curriculum changes approved by Academic Board.

3. Program design

3.1 Program design principles

1. Double counting of courses is allowed without restriction, but does not reduce the total unit value requirement of a program or plan. Where a course is double counted it must be substituted with another course of equivalent value. Substitute courses are taken from free electives unless a specific course is required to satisfy professional accreditation requirements.

2. The program design principles specific to each award type are detailed in *Table 6: ANU Academic Program Design Principles. [HESF 3.1.1]*

3. Exit Only programs will list in their admission requirements all programs from which transfer will be accepted. Exit only programs must not list any sub-plans or courses in their admission requirements, with the only exceptions being the Diploma of Studies, Graduate Certificate of Studies, Graduate Diploma of Studies, and Master of Studies.

Table 6: ANU Academic program design principles *[HESF 3.1.1]*

Table 6a: Diploma [pathway]

Award	AQF Level	Risk Level
Diploma [pathway]	5	High
AQF Volume of Learning Requirement	**ANU Volume of Learning in Units**	
1 Year	48	
Pathways	**Exit Program**	**Admission quality floor**
Senior Secondary Certificate of education or equivalent.	N/A	Selection Rank 70
Structural Requirements		

- Must be structured to provide a pathway program for particular cohorts who do not have a senior secondary certificate or equivalent.
- The Diploma is available as an exit option for the Bachelor Degree where the Diploma admission requirements have been met in full.
- For clarity, to be eligible for adjustment factors, an applicant must have a minimum ASA Year 11 Rank of 70 or a minimum ATAR of 70. Therefore where the selection rank is 70, an applicant is not eligible for any adjustment factors.

Table 6b: Diploma [concurrent]

Award	AQF Level	Risk Level
Diploma [concurrent]	5	High
AQF Volume of Learning Requirement	**ANU Volume of Learning in Units**	
1 year	48	

Pathways	Exit Program	Admission quality floor
Senior Secondary Certificate of education or equivalent.	N/A	Selection Rank 80
Structural Requirements		

- A concurrent diploma is designed to be taken concurrently with other study. It is designed to be taken part time, although it may be technically possible to complete full time. It must not be CRICOS registered as CRICOS-registered programs must be designed to be taken full-time.

- The Diploma is available as an exit option for the Bachelor Degree where the Diploma admission requirements have been met in full.

Table 6c: Associate Degree

Award		AQF Level	Risk Level
Associate Degree		6	High
AQF Volume of Learning Requirement		**ANU Volume of Learning in Units**	
2 Years		96	
Pathways		**Exit Program**	**Admission quality floor**
Senior Secondary Certificate of education or equivalent.		Diploma	Selection Rank 75
Structural Requirements			
• Must be structured to provide a pathway program for particular cohorts who do not have a senior secondary certificate or equivalent.			

Table 6d: Bachelor Degree

Award		AQF Level	Risk Level
Bachelor Degree		7	Standard
AQF Volume of Learning Requirement		**ANU Volume of Learning in Units**	
3 Years		144	
Pathways		**Exit Program**	**Admission Quality Floor**
Completion of Senior Secondary Certificate of education or equivalent.		Diploma	Selection Rank 80
Structural Requirements			

A 3-year (144 unit) Bachelor degree requires completion of a total of 144 units including:

- A maximum of 96 units of specified discipline/area studies, which includes:

  o Discipline depth (minimum 48 units, which may be identified through majors)

  o Development of minimum volume of Graduate Attributes

  o Meet the Design Principles (below) for Bachelor Degrees

- A minimum of 48 units of electives, expressed as "[a minimum of] [insert value] units from completion of elective courses offered by ANU", unless prevented by professional accreditation

- A Bachelor degree must permit a maximum of 60 units at 1000-level, unless professional accreditation requirements mean a different maximum is required.

Design Principles for Bachelor degrees

- Distinctiveness Principle: Programs of study are distinct from other programs and are self-contained.
- Developmental Principle: Programs of study incrementally scaffold development of discipline/area knowledge.
- Depth Principle: Programs of study contain discipline/area depth, including a minimum of 18u at 3000-level.
- Broader Context Principle: Programs of study embed opportunities for applying discipline knowledge in broader contexts, including:
  o a minimum of 12 units that meet the TD-GA
  o a maximum of 12 units other forms of experiential learning
- Flexibility Principle: In Flexible Double Degrees, programs of study provide flexibility between programs through identifying 24 units that can come from either degree

Sub-plans

A sub-plan cannot be listed in program orders or included on a transcript unless it requires a minimum of 12u of courses that are not compulsory at program level.

Minors are available but elective only and, other than language minors, cannot be included in program orders. A list of minors that is not part of the program orders can be given in a further information section of programs and courses for a program.

Table 6e: Bachelor Degree (+ 1 year immersion component)

Award		AQF Level	Risk Level
Bachelor Degree (+ 1 year immersion component)		7	Standard
AQF Volume of Learning Requirement		ANU Volume of Learning in Units	
4 Years		192	
Pathways		Exit Program	Admission Quality Floor
Completion of Senior Secondary Certificate of education or equivalent.		Diploma Bachelor Degree	GPA 5.0 (Transfer only)
Structural Requirements			

Admission by internal transfer only from an ANU AQF Level 7 Bachelor Degree following completion of 48 units at ANU.
Must align with the requirements of standard (144 unit) Bachelor degrees, plus a 48 unit immersion component.

Table 6f: Bachelor Honours Degree (+ 1 year Honours)

Award	AQF Level	Risk Level
Bachelor Honours Degree (+ 1 year Honours)	8	Standard

AQF Volume of Learning Requirement	ANU Volume of Learning in Units
Minimum 48 units at AQF Level 8 (4000-level) as one year following a Bachelor degree.	192, as 144+48

Pathways	Exit Program	Admission Quality Floor
Admission into a '+ 1' Bachelor Honours program requires completion of an ANU Bachelor program of the same name, or equivalent from another University; that is, admission to an ANU Bachelor of X (Honours) requires completion of an ANU Bachelor of X, or equivalent from another University.	Bachelor Degree	A weighted average mark equivalent to an ANU 70 per cent calculated from the 36 units (i.e. 0.75 EFTSL) of courses in the major cognate to the Honours specialisation, excluding 1000-level courses (i.e. introductory undergraduate courses), with the highest marks; completion of senior secondary certificate of education or equivalent for 192 unit programs.

Structural Requirements
• Honours grading schema must be used for overall grade (H1, H2A, H2B, H3) using the HONS code.
• Must include a research training minimum equivalent to 12 units of summative assessment tasks at a minimum of AQF Level 8. Research training may be in courses dedicated solely to research training or may be embedded as one component in each of one or more courses.
• Must include a research project equivalent to a minimum of 12 units of summative assessment tasks at a minimum of AQF Level 8. Research project/s may be in courses dedicated solely to a research project or may be embedded as one component in each of one or more courses.
• All Honours components listed in program orders for 1 year Honours plans are coded at 4000-level.
• For 1 year Honours plans, the final Honours mark will include all courses taken towards the plan and be calculated as follows: Σ (mark x units) / Σ units, giving NCN and WN a nominal mark of zero
• PhB (Hons) and Advanced programs may integrate research throughout the degree in line with agreed outcomes for these programs.

Table 6g: Bachelor Honours Degree (Embedded)

Award	AQF Level	Risk Level
Bachelor Honours Degree (Embedded)	8	Standard

AQF Volume of Learning Requirement	ANU Volume of Learning in Units

Embedded in a bachelor degree that is longer than 3 years.	192	
Pathways	**Exit Program**	**Admission Quality Floor**
Completion of Senior Secondary Certificate of education or equivalent.	Bachelor Degree	Selection Rank 80

Structural Requirements

- Must align with the requirements of standard (144 unit) Bachelor degrees

- Honours grading schema must be used for overall grade (H1, H2A, H2B, H3)

- Must include a research training minimum equivalent to 12 units of summative assessment tasks at a minimum of AQF Level 8. Research training may be in courses dedicated solely to research training or may be embedded as one component in each of one or more courses.

- Must include a research project equivalent to a minimum of 12 units of summative assessment tasks at a minimum of AQF Level 8. Research project/s may be in courses dedicated solely to a research project or may be embedded as one component in each of one or more courses.

- Honours components listed in program orders for embedded Honours are coded at 4000-level.

- For embedded Honours plans the WAM will be approved by Academic Board. NCN and WN will have a nominal mark of zero.

- PhB (Hons) and Advanced programs may integrate research throughout the degree in line with agreed outcomes for these programs.

Table 6h: Bachelor Honours Degree PhB or R&D

Award	**AQF Level**	**Risk Level**
Bachelor of Philosophy (Honours) (PhB); and Bachelor (Research and Development) (R&D)	8	Standard
AQF Volume of Learning Requirement	**ANU Volume of Learning in Units**	
4 years	192	
Pathways	**Exit Program**	**Admission Quality Floor**
Completion of Senior Secondary Certificate of education or equivalent.	Bachelor Degree	Selection Rank 98

Structural Requirements

The structure of ANU undergraduate research programs includes clearly identifiable components that provide the research experience. These components are advanced study courses (ASC) that are stand-alone research projects, and advanced study extension (ASE) courses that are standard courses with an additional module for PhB or R&D cohorts. For PhB programs that typically follow the 3+1 Honours model, the program includes a minimum of:
Years 1-3: 18u ASC plus 18u ASE or ASC
Year 4: minimum 24u Honours research project

For R&D or other programs that typically follow the embedded Honours model, the program includes a minimum of:
Years 1-2: 24u ASE or ASC
Year 3: 12u ASC
Year 4: 12u ASC

Table 6i: Graduate Certificate

Award	AQF Level	Risk Level
Graduate Certificate	8	Standard
AQF Volume of Learning Requirement	**ANU Volume of Learning in Units**	
0.5-1 year	24	
Pathways	**Exit Program**	**Admission Quality Floor**
Bachelor Degree	None.	GPA 4.0
Structural Requirements		
A graduate certificate must consist of 6000-, 7000-, and/or 8000-level courses. The only exception is that 1000, 2000 and 3000 level courses for learning a language other than English may be included in the orders, up to a maximum of 25 per cent of the global requirement.		

Table 6j: Graduate Diploma

Award	AQF Level	Risk Level
Graduate Diploma	8	Standard
AQF Volume of Learning Requirement	**ANU Volume of Learning in Units**	
1-2 year	48	
Pathways	**Exit Program**	**Admission Quality Floor**
Bachelor Degree; or Graduate Certificate	Graduate Certificate	GPA 4.0
Structural Requirements		
A Graduate Diploma must consist of 6000-, 7000-, and/or 8000-level courses. The only exception is that 1000, 2000 and 3000 level courses for learning a language other than English may be included in the orders, up to a maximum of 25 per cent of the global requirement.		

Table 6k: Masters Degree (excluding Master (Extended) and Master (Research))

Award	AQF Level	Risk Level
Masters Degree (Coursework) Masters Degree (Advanced)	9	Standard
AQF Volume of Learning Requirement	**ANU Volume of Learning in Units**	
1 - 2 years	Cognate entry: 48, 72, or 96 Non-cognate entry: 72 or 96	
Pathways	**Exit Program**	**Admission Quality Floor**
Bachelor Degree Bachelor Honours Degree Graduate Certificate Graduate Diploma	Graduate Certificate Graduate Diploma	GPA 5.0 GPA 6.0 (Advanced)
Structural Requirements		

- Masters degrees (coursework):

  o are constituted by 6000-, 7000-, and 8000-level courses. The only exception is that 1000, 2000 and 3000 level courses for learning a language other than English may be included in the orders, up to a maximum of 25 per cent of the global requirement.

  o must require completion of at least 24 units (non-Advanced) or 48 units (advanced) of courses that are not co-taught with 1000-, 2000-, or 3000-level courses (to meet this requirement, all standard teaching events must be separate, but special events including guest lectures may be co-taught).

  o must include a research training minimum equivalent to 12 units of summative assessment tasks at a minimum of AQF Level 9. Research training may be in courses dedicated solely to research training or may be embedded as one component in each of one or more courses.

  o A sub-plan cannot be listed in program orders or included on a transcript unless it requires a minimum of 12u of courses that are not compulsory at program level.

- A Masters degree must require students, amongst other things, to "demonstrate the application of knowledge and skills to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship" (Australian Qualifications Framework: Addendum to the Second Edition January 2013, p. 6):

  o The purpose of the assessment is to demonstrate that the student can design and implement a project in the workplace and/or produce an output that demonstrates potential to undertake a coursework thesis.
  o The assessment of this requirement is to constitute at a minimum either 100% of the assessment of a 6-unit course, or equivalent if the course is a multiple of 6 units; or 50% of the assessment of two 6-unit courses.
  o This can be met by either a single assessment item or, nested assessment that results in the production of a final single assessment item.
  o The assessment must demonstrate both planning and execution of that plan.
  o The assessment design should allow for either a written output of publishable quality; or an output appropriate for dissemination to the public or senior management in written, oral, or other format appropriate to the discipline.

- A Masters (Advanced) degree includes a thesis of at least 24 units.

Table 6l: Masters Degree (Extended)

Award	AQF Level	Risk Level
Masters Degree (Extended)	9	Standard
AQF Volume of Learning Requirement	ANU Volume of Learning in Units	
3-4 years	144 or 192	
Pathways	Exit Program	Admission Quality Floor
Bachelor Degree Bachelor Honours Degree	Graduate Diploma	Master programs excluding MChD: 5.0 MChD: as approved by Academic Board
Structural Requirements		

- Masters degrees are constituted by 6000-, 7000-, and 8000-level courses, and a maximum of 24 units of 4000-level courses only.

- The only exception is that 1000, 2000 and 3000 level courses for learning a language other than English may be included in the orders, up to a maximum of 25 per cent of the global requirement.

- The use of the title 'Juris Doctor' is permitted for a Masters Degree (Extended) for legal practice.

- The use of the title 'Doctor of ...' is permitted for a Masters Degree (Extended) for medical practice.

- A Masters degree must require students, amongst other things, to "demonstrate the application of knowledge and skills to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship" (Australian Qualifications Framework: Addendum to the Second Edition January 2013, p. 6):

  o The purpose of the assessment is to demonstrate that the student can design and implement a project in the workplace and/or produce an output that demonstrates potential to undertake a coursework thesis.
  o The assessment of this requirement is to constitute at a minimum either 100% of the assessment of a 6-unit course, or equivalent if the course is a multiple of 6 units; or 50% of the assessment of two 6-unit courses.
  o This can be met by either a single assessment item or, nested assessment that results in the production of a final single assessment item.
  o The assessment must demonstrate both planning and execution of that plan.

  o The assessment design should allow for either a written output of publishable quality; or an output appropriate for dissemination to the public or senior management in written, oral, or other format appropriate to the discipline.

Table 6m: Masters Degree (Extended)

Award	AQF Level	Risk Level
Masters Degree (Research)	9	Standard
AQF Volume of Learning Requirement	ANU Volume of Learning in Units	
1.5-2 years	96	
Pathways	Exit Program	
Bachelor Degree Bachelor Honours Degree		
Structural Requirements		

A Masters Degree (Research):
 	
  o Is a combination of supervised research and Masters level coursework where the research component is two-thirds or more of the qualification.
 	
  o Is constituted of 8000-and 8900R-level courses. Enrolment into lower level courses requires approval by the Delegated Authority.
 	
  o Must include a thesis of up to up to 60,000 words.
 	
- All Masters Degree (Research) must be titled Master of Philosophy [with augmentation], unless an exception is approved by Academic Board.		

Table 6o: Doctoral Degree

Award	AQF Level	Risk Level
Doctoral Degree (including professional doctorates)	10	Standard
AQF Volume of Learning Requirement	**ANU Volume of Learning in Units**	
3-4 years	96-192	
Pathways	**Exit Program**	
Bachelor Honours Degree Masters Degree including successful completion of a Thesis of at least 24 units	Master of Philosophy	
Structural Requirements		

- Doctoral degrees:
  - are constituted of 9000-and 8000-level courses. Enrolment into 6000-and 7000-level courses require approval by the Delegated Authority.
  - are a combination of supervised research and/or professional practice, doctoral level coursework and skills training.
  - must not have more than one third coursework and/or skills training.
  - must require students, amongst other things, to "demonstrate autonomy, authoritative judgement, adaptability and responsibility as an expert and leading practitioner or scholar." (AQF level criteria).
  - must include a thesis of up to 100,000 words unless the thesis is by compilation or another alternative format (see 'Procedure: Higher degree by research -thesis by compilation and thesis by creative works').

3.2   Double programs

1. The design principles for double programs are detailed in *Table 7: ANU Double program design principles*.

2. In order to graduate with two awards from a double degree program the core requirements of both individual awards must be met in their entirety.

3. The minimum length of an undergraduate double degree program must be at least as long as the longest of the two component award courses plus 48 units. The minimum length of a double Masters program must be at least as long as the longest of the two component degree courses plus 24 units, or at least 96 units, whichever is longer. No degree in a double Masters program will be shorter than 48 units.

4. Double counting of courses is allowed without restriction, but does not reduce the total unit value requirement of a program or plan. Where a course is double counted it must be substituted with another course of equivalent value. Substitute courses are taken from free electives unless a specific course is required to satisfy professional accreditation requirements.

Table 7: ANU Double degree design principles

Award	AQF Level	Risk Level
Double Bachelor Degree (two testamurs)	7-8	Standard
AQF Volume of Learning Requirement	**ANU Volume of Learning in Units**	
4–6 years	Longest degree + 48 units	

Pathways	Exit Program
Completion of Senior Secondary Certificate of education or equivalent Associate Bachelor Degree Bachelor Degree	Bachelor Degree Bachelor Degree (Honours)
Structural Requirements	
Students must complete the core requirements of both degrees. Typically structured as 96:96 units or 96:144 (for combinations with embedded Honours degrees). The maximum number of 1000-level courses that may be permitted in a single component of a Double Bachelor degree is 48 units. Maximums of less than this amount are permitted. Courses can be counted to either degree, noting limitations in professionally accredited programs, but double counting does not reduce the total unit value required for completion. Flexible double degrees allow majors and minors across programs. A degree does not have to be available in a FDD combination.	

Award	AQF Level	Risk Level
Double Masters Degree (coursework)	9	Standard
AQF Volume of Learning Requirement	**ANU Volume of Learning in Units**	
2-3 years	Longest degree + 24 units, or at least 96 units, whichever is longer.	
Pathways	**Exit Program**	
Bachelor Degree Bachelor Honours Degree Graduate Certificate Graduate Diploma	Graduate Certificate Graduate Diploma Master of Studies (MSTD)	
Structural Requirements		
Students must complete the core requirements of both degrees.		

3.3   Specification of program requirements

1.   A program requirement is an Order of the University and is written in a format appropriate for a legislative instrument.

2.   Program requirements govern a program's completion. Requirements refer to only prescribed and standard elements.

3.   Program requirements are not used to explain choices and are not open to ambiguity or interpretation. Exceptional options requiring permission, or other such variations are not included.

4.   Program requirements are self-contained and:
      a.   do not reference external materials including other programs;

      b.   do not advise of the need to seek further advice from University staff or other sources;

      c.   do not require enrolment in additional, non-specified courses in order to complete compulsory courses; and

d. do not contain compulsory sub-plans, that is, where sub-plans are listed there must be a choice between at least two sub-plans.

5. The language used is plain, concise, and formal.

6. Requirements are expressed in the terms of a unit value. Requirements are not expressed in number of courses, semesters of study etc.

7. "Program or Sub-Plan Total Unit Value" is the number of units required for completion of the Program, Major, Minor, or Specialisation. It is the first stated requirement. Minimum total unit value for each program type is specified in *Table 6: Academic program design principles,* and Tables 12-15 for Majors, Minors, and Specialisations.

8. "Global requirements" are requirements at program or sub-plan level that specify total unit values for the program or sub-plan by course level (1000-level, etc.) or by subject areas as specified by alpha codes. Global requirements do not reference specific course/s. Global requirements are specified immediately after the "Program or Sub-Plan Total Unit Value". Certain "Global requirements" are specified in *Table 7: Program orders requirements.*

9. "Detailed Requirements" list the program requirements within the constraints imposed by the "Program or Sub-Plan Total Unit Value" and the "Global Requirements". Detailed requirements are specified immediately after the "Global requirements".

10. All unit values are expressed as an exact number or as a minimum/maximum.

11. Referencing broad grouping of courses is done by catalogue number; 1000, 2000, 3000, 4000, 5000, 6000, 7000, 8000, or 9000-level. References to 'first year', 'second year', 'third year', 'later year', 'fourth year Honours' are not used as study patterns and intensities differ.

12. Requirements for coursework programs do not refer to organisational units other than ANU.

13. Program requirements utilise the templates provided in *Table 8: Program orders requirements*.

14. Subject Areas using course alpha codes are used only where a review of all courses with the relevant alpha code has confirmed they are appropriate for the relevant program and consideration of similar courses assigned to other alpha codes is demonstrated.

15. Proposals for program requirements that do not follow the requirements specified in section 3.3 of this procedure, including *Table 8: Program orders requirements,* require endorsement of the Pro Vice-Chancellor (Academic Quality) before consideration by the relevant College Education Committee(s).

Table 8: Program orders requirements

Total Unit Value – Programs, Majors, Minors and Specialisations	
Requirement type	**Structure**
Total Unit Value Used to specify the number of units required for completion of the Program or Sub-plan (Major, Minor, or Specialisation). It is the first stated requirement.	The *Award name* [with *Augmentation name*] requires the completion of XXX units, of which: **Example:** *The Master of Energy Change requires the completion of 96 units, of which:* The *Sub-plan name* requires the completion of XXX units, which include: **Example:** *The History Major requires the completion of 48 units, which include:*

Global Requirements – Programs, Majors, Minors and Specialisations	
Requirement type	**Structure**

Global unit values
 	
Used where there are global unit values required.
 	
Global unit values apply across all other requirements.
	The *Award name* [with *Augmentation name*] *or Sub-plan name* requires the completion of XXX units, of which:
	List global unit values by level or Subject Area here
	The XXX units must consist of:
	List Detailed requirements here
	
	Example:
	The Master of Economic History requires the completion of 96 units, of which:
	   A minimum of 60 units must come from completion of 8000-level courses
	   72 units must come from completion of courses from the following subject areas:
	      ECHI Economic History
	      ECON Economics
	      EMET Econometrics

No global unit values Used where there are no global unit values required.	The *Award name or Sub-plan name* requires the completion of XXX units, which must consist of: *List Detailed requirements here* **Example:** *The Bachelor of Mathematical Science requires the completion of 144 units, which must consist of:* *24 units from completion of the following compulsory courses:* *MATH1115 Mathematics and Applications 1 Honours* *MATH1116 Mathematics and Applications 2 Honours* *MATH2405 Maths Methods 1 Honours: Ordinary Differential Equations and Advanced Vector Calculus* *MATH2406 Maths Methods 2 Honours: Partial Differential Equations, Fourier Analysis and Complex Analysis*
Global unit values required by level The word "may" is used for maximum values and "must" is used for minimum and exact values. The word "and" is 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 **Examples:** *A maximum of 60 units may come from completion of 1000-level courses* *A minimum of 84 units must come from completion of 2000- and 3000-level courses*

Detailed requirements – Programs, Majors, Minors and Specialisations	
Requirement type	Structure
Use where there is exactly one compulsory course	XX units from completion of ABCD2001 Course Title **Example:** *6 units from completion of ANTH8019 Practical Studies in Social Analysis*

Use where all courses listed must be completed	XX units from completion of the following compulsory courses:
The number of units required are equal to the sum of units from all listed courses.	XXXX2001 Course Title
	YYYY4002 Course Title
The list should not have a description.	ZZZZ6003 Course Title
Compulsory courses are not required to be listed together in the orders, but where compulsory courses are split over different lists, they must also be grouped together in a separate section below the orders.	**Example:** *24 units from completion of the following compulsory courses:* *MATH1115 Mathematics and Applications 1 Honours* *MATH1116 Mathematics and Applications 2 Honours* *MATH2405 Maths Methods 1 Honours: Ordinary Differential Equations and Advanced Vector Calculus* *MATH2406 Maths Methods 2 Honours: Partial Differential Equations, Fourier Analysis and Complex Analysis*
Prerequisite / Co-requisite courses of compulsory courses are also compulsory.	
Courses incompatible with compulsory courses are not also listed in the Orders	**Example:** *XXXX2001* *YYYY4002* *ZZZZ6003 or ZZZZ8004*
Do not give alternatives to compulsory courses	
Use where there are progression requirements	*Detailed Requirement or Global Unit Value here*, which may contribute to meeting any other requirements
By default, units from completion of courses must be used to satisfy exactly one Detailed Requirement.	*Detailed Requirement or Global Unit Value here*, which may contribute to meeting the [description] course requirement above

Subject areas using course alpha codes for lists of courses
 	
The total units available from completion of courses in the listed subject area/s are greater than total units required.
 	
Subject areas can only be used where a review of all courses with the relevant alpha code has confirmed they are appropriate for the relevant program and consideration of similar courses assigned to other alpha codes is demonstrated.
 	
Sufficient prerequisites and co-requisites to meet these requirements must be available in the Principal requirements of the plan for students to complete without needing to undertake additional courses.
	Single Subject Area
	
	[A minimum of / A maximum of] XX units from completion of courses from the subject area XXXX Subject Area X
	
	Example:
	
	A maximum of 12 units from completion of courses from the subject area LAWS Law
	
	Multiple Subject Areas
	
	[A minimum of / A maximum of] XX units from completion of courses from the following subject areas:
	
	XXXX Subject Area X
	
	YYYY Subject Area Y
	
	ZZZZ Subject Area Z
	
	Example:
	
	A minimum of 24 units from completion of courses from the following subject areas:
	
	    COMP Computer Science
	
	    ENGN Engineering
	
	    MATH Mathematics

Lists using a list description Where a list description is used, it identifies a content topic or pedagogical function, e.g. "Regolith geology" or "Project courses".	*Single list description* A minimum of XX units from completion of [description] courses from the following list: XXXX2001 Course Title YYYY4002 Course Title

The words "compulsory", "core", "elective", "component", and "advanced" **must not** be used in the list description.
 	
Multiple lists may be used as part of a single requirement
	ZZZZ6003 Course Title
	
	Example:
	
	A minimum of 6 units from completion of genetics courses from the following list:
	
	    BIOL3157 Bioinformatics and Functional Genomics
	
	    BIOL3159 Analysis Tools for Population Genetics
	
	    BIOL3161 Genomics and its Applications
	
	    BIOL3204 Human Genetics
	
	Multiple list description
	
	XX units from completion of courses from [one / N / any] of the following lists:
	
	List A description
	
	XXXX2001 Course Title
	
	XXXX6003 Course Title
	
	List B description
	
	YYYY2001 Course Title
	
	YYYY6003 Course Title
	
	Example:
	
	6 units from completion of courses from one of the following lists:
	
	    Accounting
	
	        BUSN2011 Management Accounting
	
	        BUSN2015 Company Accounting
	
	    Investment
	
	        FINM2003 Investments
	
	        FINM3008 Applied Portfolio Construction

Use a list description where there are multiple majors/ minors/ Specialisations Majors are for Undergraduate programs only Language Minors are for all programs Non-language minors are not listed in program orders	[48/24] units from completion of one of the following [description] [majors / minors/ specialisations]: Major A Major B Major C

The words "compulsory", "core", "elective", "component", and "advanced" must not be used in the list description.	**Example (major):**
	
	48 units from completion of one of the following workshop majors:
	
	    Ceramics
	
	    Glass
	
	    Textiles
	
	Example (minor):
	
	24 units from completion of one of the following language minors:
	
	    Japanese Language
	
	    Persian
	
	    Spanish

Use of Electives as descriptor for a list Use only where students' choice of courses is restricted only by 'Global requirements'. These are the only lists of courses which may be identified as electives (see Principal requirements)	XX units from completion of elective courses offered by ANU **Example:** *48 units from completion of elective courses offered by ANU*
Use where a course may/must be completed more than once	[A minimum of / A maximum of] XX units from completion of ABCD1234 Course Title, which [may/must] be completed more than once [, in a different Topic each in instance][, in consecutive semesters] **Example:** *24 units from completion of MEDI8206 Public Health Research Project, which must be completed more than once, in consecutive semesters*
Undergraduate specialisation co-requisite Undergraduate specialisations must be undertaken in conjunction with one or more majors unless all prerequisite and co-requisite requirements are compulsory at program level.	This specialisation must be taken in conjunction with the *co-requisite name* major **Example:** *This specialisation must be taken in conjunction with the International Relations major* This specialisation must be taken in conjunction with a major from the following list:

	Major A
	Major B
	Major C
	Example: *This specialisation must be taken in conjunction with a major from the following list:* *Biology* *Chemistry*

Progression Principles – Programs, Majors, Minors and Specialisations	
Requirement type	**Structure**
Either/or requirements Where students may freely elect between two sets of Detailed requirements of different kinds, the words "Either" and "Or" must be used as specified over. To avoid ambiguity, no other words must be used.	*Either:* *Detailed Requirement A* *Detailed Requirement B* *Or:* *Detailed Requirement C* **Example:** *Either:* *48 units from completion of the Latin Major* *Or:* *24 units from completion of the Latin minor* *24 units from completion of courses from the subject area ANCH Ancient History*
Split requirements Use for progression requirements before research components. Masters and embedded Honours Degrees only. Not available in Masters Degrees that may be in a vertical double degree.	XX units from completion of the following coursework component: *List Detailed requirements here* XX units from completion of the following research component: *List Detailed requirements here* Students must achieve a minimum XX% weighted average mark in the coursework component to continue to the research component.

	Example: *72 units from completion of the following coursework component:* *72 units from completion of the following compulsory courses:* *[...]* *24 units from completion of the following research component:* *24 units from completion of ENGN8180 Master Thesis Project, which must be completed more than once, in consecutive semesters* *Students must achieve a minimum 75% weighted average mark in the coursework component to continue to the research component.*
Progression requirements Use for progression requirements effective after a specified point. Not available in Graduate Certificate or Graduate Diploma. Not available in Masters Degrees that may be in a vertical double degree.	Students must achieve a minimum XX% weighted average mark in the first ZZ units of courses attempted in order to remain enrolled in the *Award name*. If the total number of units attempted exceeds ZZ in the same teaching period in which the ZZth unit is attempted, exactly ZZ units will be used in the calculation of the weighted average mark with units from the course with the highest mark applied first followed by further units from courses in descending order of marks. **Example:** *Students must achieve a minimum 65% weighted average mark in the first 24 units of courses attempted in order to remain enrolled in the Master of Arts.* *If the total number of units attempted exceeds 24 in the same teaching period in which the 24th unit is attempted, exactly 24 units will be used in the calculation of the weighted average mark with units from the course with the highest mark applied first followed by further units from courses in descending order of marks.*
Progression requirements Use where students must maintain a specified level of academic performance. A clearly-defined subset of courses within the program may be specified as the object of the calculation.	Students must achieve a minimum XX% weighted average mark in each period (Summer/First Semester/Autumn and Winter/Second Semester/Spring) in order to continue in the *Award name*.

Do not use GPA since it is based on academic career. Not available in Graduate Certificate of Graduate Diploma.	**Example:** *Students must achieve a minimum 80% weighted average mark in each period (Summer/First Semester/Autumn and Winter/Second Semester/Spring) in order to continue in the PhB.*
Progression destination requirements Use where students who do not meet progression requirements are transferred to a specific destination Award.	Students who do not achieve a minimum of XX% weighted average mark will be transferred to the *Award name*. **Example:** *Students who do not achieve a minimum of 80% weighted average mark will be transferred to the Bachelor of Arts.*

3.4   Modes of program delivery

1.   Modes of delivery for programs are specified in *Table 9: Modes of Delivery for ANU Programs*.

Table 9: Modes of delivery for ANU programs *[consistent with HESF 3.1.1.b]*

Program: Fully on-campus	A program that may be completed entirely from on-campus courses. This does not preclude students from enrolling in online versions of courses where: (i) online versions of a course are available and are scheduled such that the program sequencing is not negatively impacted; and (ii) students on International Student Visas comply with limits on online and distance courses required by their visa.
Program: Fully online	A program that may be completed entirely from online courses. This does not preclude domestic students from enrolling in on campus versions of courses subject to on campus versions of a course being available and scheduled such that the program sequencing is not negatively impacted. Fully Online programs are not available to students in Australia on an International Student Visa, but are available to international students who do not enter Australia.
Program: Fully off-shore	A program that is taught fully outside of Australia, that is, a Transnational Program. As students do not enter Australia, an International Student Visa is not required for the program.
Program: Combination of on campus and online	A program designed so that some courses are taught on campus and some courses are taught online. The university makes no undertaking that the program can be completed either fully online or fully on campus. Students on international student visas must comply with limits on online and distance courses required by their visa. Where the University cannot guarantee that students on international student visas can comply with limits on online and distance courses required by their visa the program will not be CRICOS registered.
Program: combination of on campus and off campus in-person	A program designed to be taken fully in person, with at least 50% of the total unit value of the program on campus but with a compulsory component to be taken in-person off campus. Examples include the (With Year in Asia) and (With Year in Industry) tagged programs. If the off campus component is optional or elective, then the program can be completed fully on campus and so the mode of delivery is fully on campus. Owing to visa requirements, some of these programs are not available to students on an International Student Visa.
Program: Intensive	A program designed to be taught over a compressed timeframe either (i) by teaching all courses in intensive mode; and/or (ii) by significantly reducing the number of non-teaching weeks between commencement and completion of the program.

3.5   Graduate coursework admission requirements

1.   Admission will normally be available directly into a 48 unit Masters degree that requires cognate entry, or into a 72 or 96 unit Masters degree that either does or does not require cognate entry.

2.   The cognate requirement may be met by a Bachelor degree, Bachelor Honours degree, Graduate Certificate, or Graduate Diploma, Masters degree, PhD, or equivalent professional experience. Cognate disciplines must be specified for each Masters degree at the time of accreditation.

3.   Minimum requirements for admission to graduate coursework programs are specified in *Tables 10 - 12*. Exemptions in place with lower minimum GPA as at 01/01/2019, or a lower minimum professional experience as at 01/01/2021 are grandfathered until the next review.

4.   Unless academically justified, admission requirements that include informal or non-formal learning are expressed as "full-time equivalent years of professional experience at ANZSCO Skill Level 1 in a field related to the program", where the words 'in a field related to the program' may be replaced with a more program-specific reference.

5.   Graduate coursework programs may specify higher or additional admission requirements.

Table 10: Minimum admission requirements for Graduate Certificates and Graduate Diplomas

For admission to …	Graduate Certificate	Graduate Diploma
Student has…		
Bachelor	Bachelor Degree with a minimum GPA of 4/7	Bachelor Degree with a minimum GPA of 4/7
Bachelor (Honours)	Bachelor (Hons) Degree with a minimum GPA of 4/7	Bachelor (Hons) Degree with a minimum GPA of 4/7
Graduate Certificate	Graduate Certificate with a minimum GPA of 4/7	Graduate Certificate with a minimum GPA of 4/7
Graduate Diploma	Graduate Diploma with a minimum GPA of 4/7	Graduate Diploma with a minimum GPA of 4/7
Masters	Masters Degree with a minimum GPA of 4/7	Masters Degree with a minimum GPA of 4/7
48 units (equiv) of PG courses	Completion with a minimum GPA of 4/7	Completion with a minimum GPA of 4/7
PhD	PhD	PhD
No formal learning	5 years full-time equivalent years of professional experience at ANZSCO Skill Level 1 in a field related to the program	5 years full-time equivalent years of professional experience at ANZSCO Skill Level 1 in a field related to the program

Table 11: Minimum admissions requirements for 48 unit Masters programs

For admission to ...	Masters (48u)
Student has...	
Bachelor	Bachelor Degree in a cognate discipline with a minimum GPA of 5/7* OR Bachelor Degree in a cognate discipline with a minimum GPA of 4/7 and 3 years full-time equivalent years of professional experience at ANZSCO Skill Level 1 in a field related to the program*
Bachelor (Honours)	Bachelor (Hons) Degree in a cognate discipline with a minimum GPA of 4/7*
Bachelor + Graduate Certificate	Bachelor Degree + Graduate Certificate in a cognate discipline with a minimum GPA of 4/7*
Graduate Certificate	Graduate Certificate in a cognate discipline with a minimum GPA of 4/7 and 3 years full-time equivalent years of professional experience at ANZSCO Skill Level 1 in a field related to the program*
Graduate Diploma	Graduate Diploma in a cognate discipline with a minimum GPA of 4/7*
Masters	Masters Degree in a cognate discipline with a minimum GPA of 4/7*
48 units (equiv) of PG courses	48 units of PG courses in a cognate discipline with a minimum GPA of 4/7*
PhD	PhD
No formal learning	10 years full-time equivalent years of professional experience at ANZSCO Skill Level 1 in a field related to the program*

*PLUS 5 years full-time equivalent years of professional experience at ANZSCO Skill Level 1 in a field related to the program for programs requiring professional experience.

Table 12: Minimum admissions requirements for 72/96 unit Masters, JD, MChD and Masters Advanced programs

For admission to ...	Master (72u/96u, JD, MChD)	Masters Advanced
Student has...		
Bachelor	Bachelor Degree with a minimum GPA of 5/7 OR Bachelor Degree with a minimum GPA of 4/7 and 3 years full-time equivalent years of professional experience at ANZSCO Skill Level 1 in a field related to the program	Bachelor Degree with a minimum GPA of 6/7
Bachelor (Honours)	Bachelor (Hons) Degree with a minimum GPA of 4/7	Bachelor (Hons) Degree with a minimum GPA of 5/7 or 2A Honours
Bachelor + Graduate Certificate	Bachelor Degree + Graduate Certificate with a minimum GPA of 4/7	

Graduate Certificate	Graduate Certificate with a minimum GPA of 4/7 and 3 years full-time equivalent years of professional experience at ANZSCO Skill Level 1 in a field related to the program	
Graduate Diploma	Graduate Diploma with a minimum GPA of 4/7	
Masters	Masters Degree with a minimum GPA of 4/7	Masters Degree with a minimum GPA of 5/7 or 2A Honours
48 units (equiv) of PG courses	48 units of PG courses with a minimum GPA of 4/7	48 units of PG courses with a minimum GPA of 5/7
PhD	PhD	PhD
No formal learning	10 years full-time equivalent years of professional experience at ANZSCO Skill Level 1 in a field related to the program	

4.   Major, minor and specialisation design

4.1   Major design principles

1.   A 'Major' is an approved undergraduate sub-plan of 48 units that is a developmental sequence of courses taken to achieve depth in the discipline/area studies component of some programs
2.   Majors can be in a single discipline (e.g. mathematics), or multi-disciplinary (e.g. corporate sustainability).
3.   Majors exist independently of programs but may be referred to by the requirements of a specific plan.
4.   Majors must be listed in the orders of at least one plan.
5.   A specific major must not be compulsory in a plan: the courses should be written out in full in the orders.
6.   Majors are listed on academic transcripts but not on testamurs.

Table 13: Design principles for majors

Award	AQF Level	Units
Diploma [concurrent only] Bachelor	5 7	48
Structural Requirements		
• Consist only of 1000-level, 2000-level and 3000-level courses • A maximum of 18 units at 1000-level • A minimum of 18 units at 3000-level (more than 18 units is permitted) • A minimum of 24 units (4 courses) unique from other majors for distinctiveness • Self-contained except for instances where the major is only available in program/s in which any pre-or co-requisites not in the major are compulsory at program level • No admission requirements in addition to those at program level except for the Music Performance Major • No restrictions on double counting between a major and a program, or between a major and other subplans		

Award	AQF Level	Units
Bachelor Honours: embedded	8	48
Structural Requirements		
• Consist only of 1000-level, 2000-level, 3000-level and 4000-level courses • A maximum of 18 units at 1000-level • A minimum of 18 units at 3000-/4000-level • A minimum of 24 units (4 courses) unique from other majors for distinctiveness • Self-contained except for instances where the major is restricted to program/s in which any pre-or co-requisites not in the major are compulsory at program level • No restrictions on double counting between a major and a program, or between a major and other subplans		

4.2   Minor design principles

1. A 'Minor' is an approved sub-plan of 24 units that is constructed for students to achieve specific learning outcomes. It is distinct from and sits within a broader program. As such, a program of 24 units or less cannot include a Minor. Minors are not listed on testamurs, but for programs of at least 48 units are listed on academic transcripts and the Australian Higher Education Graduation Statement (AHEGS).
2. Minors can be in a single discipline (e.g. mathematics) or multi-disciplinary (e.g. corporate sustainability).
3. Minors exist independently of programs; only language minors may be referred to by the requirements of a specific plan.
4. A specific minor must not be compulsory in a plan: the courses should be written out in full in the orders.
5. Minors are listed on academic transcripts but not on testamurs.

Table 14: Design principles for minors

Award	AQF Level	Units
Undergraduate awards	5-8	24
Masters degrees: only language minors permitted	9	
Structural Requirements		
• Consist only of 1000-level, 2000-level, 3000-level and 4000-level courses • Self-contained except for instances where the minor is restricted to program/s in which any pre- or co-requisites not in the minor are compulsory at program level • No admission requirements in addition to those at program level • Must be incompatible with any corresponding major, that is, both cannot be listed on a transcript and AHEGS. • No restrictions on double counting between a minor and a program, or between a minor and other subplans		

4.3   Advanced minor design principles

1. An 'Advanced Minor' is an approved undergraduate sub-plan of 24 units that indicates depth of knowledge equivalent to the completion of the corresponding major. It is distinct from and sits within

a broader program. As such, a program of 24 units or less cannot include an Advanced Minor. Advanced Minors are not listed on testamurs, but for programs of at least 48 units are listed on academic transcripts and the Australian Higher Education Graduation Statement (AHEGS).

2. An Advanced Minor is to be named as 'Advanced [X] Minor', where [X] is the wording of the corresponding [X] major.

3. Advanced Minors exist independently of programs; only language advanced minors may be listed in the orders of plans.

4. A specific advanced minor must not be compulsory in a plan: the courses should be written out in full in the orders.

5. The word 'Advanced' is not to be used in the name of a minor that does not conform to these principles.

6. Advanced Minors are listed on academic transcripts but not on testamurs.

Table 15: Design principles for advanced minors

Award	AQF Level	Units
Undergraduate Awards Masters degrees: only language advanced minors permitted	5-8 9	24
Structural Requirements		
- an Advanced Minor has an identified corresponding major; the Advanced Minor and the major are incompatible with each other, that is, both cannot be listed on a transcript and AHEGS - has the same learning outcomes as the identified corresponding major - consists only of 2000-level, 3000-level courses, and, for embedded Honours, 4000-level, all of which must be available within the identified corresponding major; - has at least the same requirements for completion of 3000-level, or for embedded Honours, 4000-level, courses as the identified corresponding major - requires the student to take a placement test or alternative assessment of proficiency, the result of which is, at a minimum, an exemption from all 1000-level courses listed in the orders for the major (for a structured series of courses, this may be processed as a requisite waiver) - is self-contained, that is, it must be able to be completed by taking exactly 24 units of courses including all pre-and co-requisites necessary for completion - no restrictions on double counting between an advanced minor and a program, or between an advanced minor and other subplans		

4.4   Specialisation design principles

1. A 'Specialisation' is a type of approved sub-plan of 24 units, except for +1 year Honours specialisations which are 48 units, that indicates depth of specialist knowledge of the discipline or field identified by the name of the specialisation and that is distinct from and sits within a broader program. As such, a program of 24 units or less cannot include a specialisation. Specialisations are not listed on testamurs, but for programs of at least 48 units are listed on academic transcripts and the Australian Higher Education Graduation Statement (AHEGS).

2. A specialisation must be listed in the orders of at least one plan.

3. A specific specialisation must not be compulsory in a plan: the courses should be written out in full in the orders.

4. To be listed in the program orders or referred to in any publicly available information about a program, a 24-unit specialisation must require completion of at least 18 units of courses that are not compulsory at program level.

5. A 48-unit specialisation is available only in Honours plans that are one year following completion of a Bachelor degree.

6. A 24-unit specialisation is available only in the program types specified in *Table 7* and consists of courses at the two most advanced levels, as indicated by numeric coding, that are available within the program type, including a minimum of 12 units at the most advanced level.

7. Specialisations are listed on academic transcripts but not on testamurs.

Table 16: Design principles for specialisations

Award	AQF Level	Units
Bachelor	7	24
Structural Requirements		

- Consists only of 2000-level and 3000-level courses
- Requires a minimum of 12 units at 3000-level
- Orders must include a global requirement of "a minimum of [X, at least 12] units of 3000-level courses"
- Has an identified co-requisite major. Where there are 48 units of compulsory courses in the program that do not include any of the courses listed in the specialisation, this will meet the co-requisite requirement
- The major/compulsory courses + specialisation combination must be self-contained
- Has no admission requirements in addition to those at program level
- No restrictions on double counting between a specialisation and a program, or between a specialisation and other subplans

Award	AQF Level	Units
Bachelor (Honours): one year following completion of Bachelor	8	48
Structural Requirements		

- Consists only of 4000-level courses
- Includes both research training and the application of that training in one or more projects or a thesis
- Must be self-contained
- Has formal admission requirements approved by Academic Board in addition to those at program level
- A thesis cannot be double counted towards two specialisations, otherwise no restrictions on double counting

Award	AQF Level	Units
Bachelor (Honours): embedded	8	24
Structural Requirements		

- Consists only of 2000-level, 3000-level, and 4000-level courses
- Requires a minimum of 12 units at 4000-level
- Orders must include a global requirement of "a minimum of [X, at least 12] units of 4000-level courses"
- Must be self-contained unless restricted to programs where any pre-or co-requisites are compulsory at program level
- Has no admission requirements in addition to those at program level
- No restrictions on double counting between a specialisation and a program, or between a specialisation and other subplans

Award	AQF Level	Units
Masters (coursework)	9	24
Structural Requirements		

- Consists only of 6000/7000-level (cotaught/not cotaught) and 8000-level courses
- Requires a minimum of 12 units at 8000-level
- Orders must include a global requirement of "a minimum of [X, at least 12] units of 8000-level courses"
- Must be self-contained unless restricted to programs where any pre-or co-requisites are compulsory at program level
- Has no admission requirements in addition to those at program level
- No restrictions on double counting between a specialisation and a program, or between a specialisation and other subplans

5.   Course design

5.1   Course design principles

1. The design principles for courses are detailed in *Table 17: Design principles for ANU courses.*

2. Co-teaching (coursework) is where any course shares any teaching events, other than special events such as guest lectures by non-ANU staff or staff research seminars, with any other course. Where co-teaching occurs, this must be indicated on each course page in *Programs and Courses*.

Table 17: Design principles for ANU courses

<table>
<tr><td rowspan="2">1000-level courses</td><td>Structural requirements</td></tr>
<tr><td>

- Are introductory, and focus on giving a broad overview of the discipline or field, or giving basic skills;
- May be aimed at either someone with no specific knowledge of the discipline or field, or may, if so stated, assume or require that a student has the equivalent of successful completion of the relevant final year high school curriculum; and
- Any pre-requisites or co-requisites must also be 1000-level courses.

</td></tr>
<tr><td></td><td>Co-teaching requirements</td></tr>
<tr><td></td><td>May only be co-taught with other 1000-level courses. 1000-level courses that are designated as Honours Pathway Courses either in the course description or by the addition of the letter H to the end of the code may be co-taught with 1000-level and 2000-level courses.</td></tr>
<tr><td rowspan="2">2000-level courses</td><td>Structural requirements</td></tr>
<tr><td>

- Explicitly build on the knowledge and skills developed by prior tertiary study;

And either:

- The prior tertiary study may be articulated by having one or more named 1000-level or 2000-level courses as prerequisites:

Or

- Require at least one of the following as a prerequisite: a minimum of 24 units of tertiary courses, or a minimum of 12 units in the field or discipline.

</td></tr>
<tr><td></td><td>Co-teaching requirements</td></tr>
<tr><td></td><td>May only be co-taught with other 2000-level courses and/or with 6000-level courses, except that 2000-level courses that are designated as Honours Pathway Courses either in the course description or by the addition of the letter H to the end of the code may be co-taught with 2000-level, 3000-level and/or 6000-level courses.</td></tr>
<tr><td rowspan="2">3000-level courses</td><td>Structural requirements</td></tr>
<tr><td>

- Explicitly build on the knowledge and skills developed by prior advanced tertiary study; and
- Require at least one of the following as prerequisites: a minimum of one or more named 2000-level or 3000-level courses, a minimum of 24 units of courses within the field or discipline, or a minimum of 72 units of tertiary courses.

</td></tr>
<tr><td></td><td>Co-teaching requirements</td></tr>
<tr><td></td><td>May only be co-taught with other 3000-level courses and/or with 6000-level courses.</td></tr>
<tr><td rowspan="2">4000-level courses</td><td>Structural requirements</td></tr>
<tr><td>

- all Honours components listed in program orders for 1- year Honours plans are coded at 4000-level;
- Honours components listed in program orders for embedded Honours should be coded at 4000-level; and
- courses that are not Honours components must not be coded at 4000 level.

</td></tr>
<tr><td></td><td>Co-teaching requirements</td></tr>
</table>

	Those that require (directly or indirectly) the completion of a pass degree prior to enrolment may only be co-taught with other 4000-level courses and/or with 8000-level (including 8900R-level) and 9000-level courses. Those in embedded Honours programs that do not require the completion of a pass degree prior to enrolment may only be co-taught with 4000-level courses, and/or: • EITHER with 8000-level (including 8900R level) courses and/or 9000-level courses; • OR with 6000-level courses if those 6000-level courses are not additionally co-taught with 1000-level, 2000-level, or 3000-level courses; • OR with 2000/3000 level courses in a different discipline at FoR 2-digit level if the 4000-level courses have different, higher-level learning outcomes and assessment to assess those higher-level learning outcomes and neither course is co-taught with 6000/7000/8000-level courses. For clarity, 4000-level courses must not otherwise be co-taught with 1000-level, 2000-level, or 3000-level courses.
5000-level code	This code is used for Microcredentials and Microcredential stacks. For clarity, courses coded at this level as at 01 October 2019 are grandfathered.
	Co-teaching requirements
	Microcredentials may only be co-taught with 7000- and 8000-level courses (including where 8000-level is co-taught with 4000-level). May not be co-taught with 1000-, 2000- or 3000-level undergraduate courses.
6000-level courses	**Structural requirements**
	• Build on the generic knowledge and skills acquired through completion of at least an undergraduate pass degree; • Are introductory and focus on giving a broad overview of the discipline, sub-discipline, or field; and • Any pre-requisites or co-requisites must be at 6000-level or 7000-level. Any graduate level course that shares any teaching events, other than special events such as guest lectures by non-ANU staff or staff research seminars, with 1000-, 2000- and/or 3000- level courses must be coded at 6000-level. Graduate level courses that do not share any teaching events, other than special events such as guest lectures by non-ANU staff or staff research seminars, with 1000-, 2000- and/or 3000- level courses must not be coded at 6000-level but must be coded at 7000-level or higher.
	Co-teaching requirements
	May only be co-taught with other 6000-level courses and/or with 2000-level, 3000-level courses; they may also be co-taught with 4000-level courses if those 6000-level courses are not additionally co-taught with 1000-level, 2000-level, or 3000-level courses.
7000-level courses	**Structural requirements**
	• Build on the generic knowledge and skills acquired through completion of at least an undergraduate pass degree; • Are introductory and focus on giving a broad overview of the discipline, sub-discipline, or field; and • Any pre-requisites or co-requisites must be at 6000- or 7000-level.
	Co-teaching requirements

		May only be co-taught with other 7000-level courses.
8000-level courses	**Structural requirements**	
	Either build on the knowledge and skills of the discipline, sub-discipline, or field, and the generic knowledge and skills, developed through completion of at least one of: • prior cognate study equivalent to at least an undergraduate pass degree, or equivalent cognate work experience, or • prior cognate study of at least 24 units of 6000- or 7000-level courses, or • completion of at least 96 units towards an ANU vertical double degree and meeting the grade point average and any other requirements for admission into the Masters component; OR build on both: • the generic knowledge and skills acquired through completion of at least an undergraduate pass degree, and • stated foundational concepts and skills necessary for introductory courses in an advanced discipline; AND • contribute to students being able to "apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning" (AQF, 2nd edition, 2013, p. 60).	
	Co-teaching requirements	
	May only be co-taught with other 8000-level courses and/or with 4000-level, 8900R-level, and/or 9000-level courses. 8000-level courses of less than 6 units are not co-taught except with 9000-level courses.	
8900-coded courses	**Structural requirements**	
	Restricted to students enrolled in a Master of Philosophy	
	Co-teaching requirements	
	May only be co-taught with other 8900-level courses and/or with 4000-level, 8000-level, and/or 9000-level courses.	
9000-level courses	**Structural requirements**	
	Restricted to students enrolled in a Doctor of Philosophy.	
	Co-teaching requirements	
	May only be co-taught with other 9000-level courses and/or with 4000-level, 8000-level, and/or 8900-level courses.	

5.2   Modes of course delivery

1.   Modes of delivery for courses are specified in *Table 18: Modes of Delivery for ANU Programs*.

Table 18: Modes of delivery for ANU courses *[consistent with HESF 3.1.1.b]*

Course: On-campus	A course where the curriculum has been designed with every expectation that students need to attend one or more face-to-face events at the ANU main campus at Acton or its campus at Mt Stromlo during the semester or session in order to achieve the learning outcomes. For clarity, the ANU campuses at Acton and Mt Stromlo are the only ANU campuses formally registered with the Commonwealth Government for program delivery.
Course: Online	A course where the curriculum has been designed to be taken fully online with no expectation that students attend any specific physical location to achieve the learning outcomes.
Course: In person fully off-shore	An in-person course taught at a location outside Australia. This includes all courses Fully Off-shore (that is, Transnational) Program, and some fieldwork, internship, and study tour courses. Such courses may include an online component. International students do not require an Australian visa for these courses, but depending on their citizenship both domestic and international students may require a visa for the country or countries in which offshore courses are taught.
Course: Off campus in-person	A course designed to be undertaken at a specified location in Australia other than at the ANU main campus at Acton or its campus at Mt Stromlo, which are the only ANU campuses formally registered with the Commonwealth Government for program delivery. Examples of such courses include some fieldwork courses or some work-integrated learning courses or courses delivered at ANU locations including the Kioloa campus or the Canberra Hospital. For the purposes of International Student Visa holders, an 'in-person off campus' course is equivalent to a 'distance' course (National Code, Standard 8).
Course: Intensive	A course that is designed so that a student's physical presence on campus or other specified location, or synchronous online attendance, is a cumulative total of not more than 21 days (including weekends), which must be in not more than three separate blocks, each block to be of consecutive days which may or may not include weekends. Although it is not required that there be classes on each of the consecutive days, there must be structured learning activities on each of the days. For the purpose of an 'intensive', a block is a continuous period of time commencing on a specific time on a specific date, and concluding on a specific time on a specific date.

5.3   Course codes

1. Alpha [subject] codes for courses are University-wide, codes.

    a. Alpha codes should normally refer to a discipline, but may refer to common activity present in multiple awards/disciplines.

    b. Alpha codes must not refer to corporate structures such as Colleges, Schools, Centres, Institutes, etc.

    c. Alpha codes may refer to a specific program other than a double degree program; any courses using an alpha code that identifies a specific program must be available only to students enrolled in that program, must not be made available to other students by a permission code or variation to program orders, and if the program is disestablished or renamed any courses using that program code must be disestablished or recoded.

2. Alpha codes that have two or more disciplines in the subject description must demonstrate how the disciplines are integrated within each course that uses the code, and must include assessment that demonstrates integration of the disciplines.

3. Available alpha codes are detailed in *Table 19*.

Table 19: Available course alpha [subject] codes

Alpha	Subject Description	Restrictions
AATD	ANU Graduate Attribute Transdisciplinary	
ACST	Actuarial Studies	
ANIP	Australian National Internship Program	New courses must be endorsed by ANIP convenor before approval
ANTH	Anthropology	
ARAB	Arabic	
ARCH	Archaeology	
ARTH	Art History	
ARTS	Arts	
ARTV	Visual Arts	
ASIA	Asian Studies	
ASTR	Astronomy and Astrophysics	
BAPA	Bachelor of Asia Pacific Affairs	Courses must be locked to Bachelor of Asia Pacific Affairs; convenor permission not to override this restriction
BIAN	Biological Anthropology	
BIOL	Biology	
BPHB	Bachelor of Philosophy (Hons) - HASS	Courses must be locked to Bachelor of Philosophy (Hons) Humanities and Social Sciences ; convenor permission not to override this restriction
BURM	Burmese	
BUSI	International Business	
BUSN	Accounting	
CHEM	Chemistry	
CHIN	Chinese	
CHMD	Culture, Health and Medicine	
CHST	Chinese Studies in Language	

CLAS	Classics	
COMM	Commerce	
COMP	Computer Science	
CRIM	Criminology	
CYBN	Cybernetics	
DEMO	Demography	
DESN	Design	
DIPL	Diplomacy	
ECHI	Economic History	
ECON	Economics	
EMDV	Environmental Management & Development	
EMET	Econometrics	
EMPL	Employability	Courses focused on employability that do not include a placement or internship or other work-integrated learning
EMSC	Earth and Marine Science	
ENGL	English	
ENGN	Engineering	
ENVS	Environmental Science	
EURO	European Studies	
EXCH	Exchange Course	
FINM	Financial Management	
FREN	French	
GEND	Gender Studies	
GERM	German	
GMTH	General Mathematics	
GRAD	Graduate Education	Administrative use only
GREK	Greek	
HIND	Hindi	
HIST	History	
HLMD	Health and Medicine	
HLTH	Health Science	
HONS	Final Honours Grade	Administrative use only
HUMN	Humanities	
IDEC	International and Developmental Economics	
INDG	Indigenous Studies	New courses must be endorsed by the Convenor of the Australian Indigenous Studies Major before approval
INDN	Indonesian	
INFS	Information Systems	
INTR	International Relations	
ITAL	Italian	
JPNS	Japanese	
KORE	Korean	
LANG	Language Studies	

LATN	Latin	
LAWS	Laws	Use of the LAWS code must be approved by the ANU College of Law Education Committee, owing to external accreditation requirements.
LING	Linguistics	
MATH	Mathematics	
MCDL	Microcredential/Microcredential Stack	All to be coded at 5000-level
MEAS	Middle Eastern & Central Asian Studies	
MEDI	Medicine	
MEDN	Medical Science	
MGMT	Management	
MKTG	Marketing	
MNGL	Mongolian Language	
MUSC	Museums and Collections	
MUSI	Music	
NEUR	Neuroscience	
NSPO	National Security Policy	
PAAS	Pacific and Asian Studies	
PASI	Pacific Studies	
PERS	Persian	
PHIL	Philosophy	
PHYS	Physics	
PLAC	Placement/Internship	All courses must meet the requirements of the Fair Work Act (Cth)
PNPI	Philosophy, Neuroscience, and Psychology Integration	
POGO	Policy and Governance	
POLS	Political Science	
POPH	Population Health	
PORT	Portuguese	
PPEI	Politics, Philosophy and Economics Integration	
PSYC	Psychology	
REGN	Regulation	
RSCH	Higher Degree by Research Coursework	Restricted to courses coded at 8900R (MPhil) or 9000 (PhD) level
RUSS	Russian	
SCNC	Science	
SCOM	Science Communication	
SCRN	Screen Studies	
SKRT	Sanskrit	
SOCR	Social Research	
SOCS	Social Sciences	
SOCY	Sociology	
SPAN	Spanish	
STAT	Statistics	
STST	Strategic Studies	
TETM	Tetum	
THAI	Thai	

THES	Thesis	
TIBN	Tibetan	
TOKP	Tok Pisin	
TRAN	Transfer to Graduate	Administrative use only
TURK	Turkish	
UGRD	Undergraduate	Administrative use only
UNSP	Unspecified	Administrative use only
VIET	Vietnamese	
WARS	War Studies	
WILC	Work Integrated Learning Course	All courses must meet the requirements of the Fair Work Act (Cth)

4. The alpha codes detailed in *Table 20* are no longer available for use. However, courses using those codes as at 20 October 2023 may continue to do so.

Table 20: Course alpha [subject] codes against which new courses cannot be created

Alpha	Subject Description
CBEA	College of Business and Economics Administration
CECS	CECS Experimental, Interdisciplinary
CRWF	Crawford School of Public Policy
DESA	Design Art
DEST	Development Studies
ECCO	Economics/Commerce
ECOS	Human Ecology
EXTN	ANU Extension
FILM	Film Studies
FORA	Forensic Anthropology
GEOG	Geography
ICOM	International Communication
LLCC	Language, Linguistics, Communication and Culture
MMIB	Management, Marketing and International Business
PLST	Policy Studies
POPM	Population Mental Health Research
POPS	Population Studies

5. The first digit of the numerical component of course codes is determined by the overarching principle that learning outcomes must demonstrate the appropriateness of the coding to a particular level as detailed in *Table 17: Design principles for ANU courses*.

6. The creation of new alpha codes must be approved by the Academic Quality Assurance Committee.

7. A request must be submitted to the Secretary of the Academic Quality Assurance Committee by the relevant College or Colleges by memorandum and specify:
   a. the four digit alpha code to be introduced;

   b. the formal description;

   c. a brief explanation for its introduction;

   d. how the code is compliant with this procedure;

   e. why the code will be meaningful to students; and

   f. that other areas of the University that may have an interest have also been consulted.

8. The Academic Quality Assurance Committee will consider the request on the basis of the above points.

9. All course credit codes must begin with the word "Credit:" and refer to the course-code level at which the credit is awarded.

10. All exchange codes must begin with the word "Exchange:"

11. The course code "HONS4XXX" is used to record the final Honours grade for a student, with the course code assigned to 4XXX representing all College one year Honours programs. Additional courses are created for embedded Honours programs where justified to Academic Board on academic or professional accreditation reasons.

5.4 Student workload and units for coursework courses

1. The average student workload is 130 hours for a six unit course. This includes time spent in scheduled classes and self-directed study time. A student enrolled in units totalling 48 units represents one EFTSL. *[HESF 3.1.1.e]*

2. The standard unit value of courses at ANU is six. Courses worth multiples of six are permitted to support internships, fieldwork, international study tours, research projects, theses, and clinical requirements.

3. Zero unit courses are only permitted where an activity has to be undertaken by a student as a hurdle requirement to undertake future coursework, or to practice in a profession (e.g. Work Experience in Industry (WEI)).

4. Courses of other unit values are only permitted in the Medical School, in HDR programs, and as 3 unit 8000 level courses that are not co-taught with 4000-level courses. Where such courses are offered, further courses within the discipline must be available to students within the same session (e.g. Summer, Semester One, Autumn) such that their total units of enrolment in that session is divisible by six. Student progress must be monitored to ensure program completion within the full-time duration of the program with the exact unit value set out in the Program Orders and without overloading. Where such courses are offered in programs other than in the Medical School or in HDR programs, courses must be scheduled in summer/autumn/winter/spring sessions and taught in an appropriately intensive mode.

5.5   Course topics and repeat enrolment

1. Where the title of a course does not provide a meaningful description of the content of a course, either:

    a.   For courses in which the topic is pre-set and the same content delivered to each student enrolled in each topic (typically, lecture or seminar based courses), a topic must be assigned to that course before students can enrol. The course must not be available for student enrolment without a topic assigned; or

    b.   For courses in which the topic is not pre-set and each student negotiates their own topic (for example thesis, readings, project, and internship courses), a topic must be entered through use of a transcript note for each student at the time that the grade is entered for the course (apart from in cases where the is KU – "Continuing Course").

2. The topics assigned under clause 5.5.1 will describe the content of that offering of the course.

3. To ensure the quality of recurrent offerings at the University, courses described in clause 5.5.1(a) are not to be reused with the same topic, unless that topic for the course has been reviewed and endorsed by the College's Education Committee within the last five years. If it is intended to offer the same topic multiple times, a separate course is to be created.

4. Where a particular topic for a course described in clause 5.5.1(a) has not been previously offered, the offering is not required to be approved by College's Education Committee.

5. Each academic organisational unit may only have one course as described in clause 5.5.1(a) and one course as described in clause 5.5.1(b) for each alpha code and numeric level (e.g. 1000-level, 2000-level, etc.). This course can then be offered multiple times with multiple topics assigned.

6. Students who successfully complete a combination of course and topic as described under clause 5.5.1, are unable to undertake the same combination of course and topic again towards an award apart from where their result in the course has been classified as "KU – Continuing Course".

7. A student enrolled in two Honours plans may enrol in the same thesis course twice as described in clause 5.5.1(b), but must write on a different topic each time. Any material common to the two theses must be appropriate quoted and cited as common to the two theses in the thesis that is submitted second.

8. Students may retake a course described in clause 5.5.6 with a different topic assigned.

9. With the exception of Clause 5.5.8 and courses with a result of "KU – Continuing Course", students who successfully complete a course are unable to undertake the same course or learning outcomes again towards an Award.

6.   Non-AQF accreditation: Professional development offerings

6.1   Governance

1. For clarity, Professional Development includes Executive Education.

2. Approval for professional development to be delivered in languages other than English that does not have as its primary purpose education in language proficiency is contingent on fulfilment of additional requirements which are the same as the requirements for programs and courses, as per Clauses 2.4.3 and 2.4.5 above.

3. Approval processes described in (4) – (8) only apply when a professional development offering taught as an ANU offering open only to ANU staff and students, an ANU offering open to the public, or taught under a contract between the ANU and a third party results in the issuance of an ANU branded or co-branded certificate of attendance, completion, or participation. In other instances, approval of the contract by the delegate will constitute approval for the professional development offering.

4. Staff discuss the proposed professional development offering with their supervisor and with relevant colleagues, and seek endorsement from the supervisor and the Head of the Academic Organisational Unit (AOU).

5. Proposals endorsed by the supervisor and the Head of their AOU are considered for approval by the Associate Dean or delegate of the relevant College.

6. Once the professional development offering is approved the Associate Dean or delegate informs the relevant College Education Committee.

7. For quality assurance and viability purposes, professional development offerings are monitored by the relevant College Education Committee.

8. A consolidated list indicating the title and approving College of all professional development offered each year is included in the agenda papers for noting at meeting 3 of the following year of the Academic Quality Assurance Committee.

6.2 Teaching staff

1. Professional development offerings are taught by the relevant AOU for College offerings.
2. Professional development teaching staff are not bound by the Procedure: Knowledge, Pedagogical Skills, and Qualifications Requirements for Educators, but:

   a. are appointed on academic HR contracts, arranged by the relevant AOU; or

   b. have an honorary academic title conferred under the Policy: Academic titles conferral: Honorary (Clinical)* appointee, Visiting Fellow, Visitor and Emeritus Professor and its Procedure

3. Professional development teaching staff are qualified by:
   a. a completed qualification in a relevant discipline at AQF Level 7 or above or equivalent; and
   b. demonstrated current knowledge and skills in the relevant area.

4. The Associate Dean may require professional development teaching staff to undergo ANU learning and teaching professional development (no fee will be charged to the teacher).

6.3   Required information for enrolees

1. A person enrolled in only a professional development offering is considered an enrollee. An enrollee who is only enrolled in a professional development offering at the ANU is not an ANU student.

2. Prior to the commencement of an offering, enrolees are provided with published information on:

   a.   The content of the offering, the educational background and expertise of the teaching staff;

   b.   Any assessment tasks;

   c.   The learning outcomes;

   d.   The nature of the certificate to be provided upon successful completion of the offering;

e.   Whether completion of the offering may be considered for credit at ANU; and

f.   Fees, associated costs, cancellation advice and refund policy

3.   Enrolees are advised at or prior to the commencement of an offering if the Student grievance and complaint resolution policy and procedure are applicable, or alternatively how they are to redress any grievances. If the Student grievance and complaint resolution policy and procedure are applied, enrolees are informed that although not students, the Student grievance policy and procedure applies as if they are students.

4.   Where enrolees are given access to any ANU infrastructure, they agree to the following and their agreement is recorded: "I agree to abide by the Rules, Statutes, Orders, and Policies of the University and to comply with orders and directions made by the constituted authorities of the University".

5.   Enrolees are given the opportunity to provide feedback on the offering.

6.   Feedback is de-identified, consolidated and made available to the approver and managing AOU for the purposes of monitoring the viability of the offering and for future improvement to the offering.

6.4   Certificates

1.   Where no assessment is undertaken enrolees may be issued with a Certificate of Participation.

2.   Where assessment has been completed satisfactorily enrolees are issued with a Certificate of Completion.

3.   All certificates issued for professional development offerings contain the text 'This is not an Australian Qualifications Framework qualification'.

4.   Appropriate records are kept for any certificates issued to enrolees, and assessment results, to facilitate verification, reissuance or credit transfer if required.

6.5   Credit

1.   Where enrolees of a professional development offering apply for credit for that offering towards an ANU qualification, the request is benchmarked against a standard total expected workload of 130 hours for a 6 unit course (comprising face-to-face contact and private study time), and assessment requirements and expectations for a comparable course in accordance with the ANU Recognition of prior and external learning policy.

7.   Non-AQF accreditation: Microcredentials

7.1   Design principles for Microcredentials

1.   Proposals for each new microcredential or microcredential stack will specify how it is aligned with the ANU Strategic Plan.

2.   ANU microcredentials and microcredential stacks are part of the university's suite of offerings to facilitate lifelong learning in support of:
     a.   Senior Executive education; and

     b.   Professional development.

3.   ANU microcredentials are not AQF Qualifications.

4.   Microcredentials are not ANU programs or courses as defined in policy and procedure and must not be described as programs or courses.

5. Microcredentials cannot be co-taught with 1000-, 2000-, or 3000-level undergraduate courses.

6. Microcredentials cannot be included in the program orders for any ANU AQF qualification, but are eligible under the ANU Recognition of Prior and External Learning Policy and Credit and Exemptions Procedure for consideration for credit towards an ANU AQF qualification; ANU Microcredentials are regarded as formal learning.

7. Microcredentials are not eligible for HECS/CGS support and are not available for cross-institutional enrolment.

7.2   Microcredentials

1. The defining characteristics of ANU microcredentials are that they:
    a.   demonstrate the university's intellectual leadership in the taught disciplines or fields;

    b.   are designed and taught at graduate level either by ANU staff or by ANU staff in conjunction with experienced practitioners;

    c.   are taught by one or more College AOUs aligned with the discipline/field;

    d.   include a face-to-face component which is normally in person but may be synchronous online; and

    e.   do not have their convening, teaching and assessment contracted out to third parties.

2. ANU Microcredentials are consistent with the Australian Government's National Microcredentials Framework.

3. The ANU Microcredentials and MOOCs Committee monitors, advises and provides assurance to the Academic Quality Assurance Committee on the quality of microcredentials and microcredential stacks offered by the University and its constituent parts. ANU quality assures each of its microcredentials in their:
    a.   design through the development and governance process set out in this Procedure;

    b.   academic integrity through requiring all enrollees to abide by academic integrity as specified by Academic Board and commit to this as part of the induction process prior to commencing their first ANU microcredential; elective training will be made available to all enrollees;

    c.   academic expertise through compliance with the Policy and Procedure: Knowledge, Pedagogical Skills and Qualifications Requirements for Educators;

    d.   enrollee outcomes through assessment that requires demonstration of each of the learning outcomes; and

    e.   enrollee engagement and impact through enrollee surveys that are consistent with the ANU Student Surveys and Evaluations Policy and Procedure.

4. If the language of instruction is not English the language of instruction must be specified in the proposal, on all material published by the University about the microcredential, and must appear prominently on any certificate of attainment or attendance. Approval for microcredentials to be delivered in languages other than English that do not have as their primary purpose education in language proficiency is contingent on fulfilment of additional requirements which are the same as the requirements for programs and courses, as per Clauses 2.4.3 and 2.4.5 above.

5. Language microcredential enrollees with previous language experience or exposure are required to undertake a language proficiency assessment to ensure enrolment at the most appropriate level. Enrollees who are not sure if they need to undertake a language proficiency assessment should seek advice from the microcredential convenor. Enrollees who intentionally misrepresent their language proficiency level may be investigated under the Academic Integrity Rule 2021 as having failed to comply with assessment directions and having sought unfair advantage.

6. To be eligible for the award of a microcredential, enrollees must successfully complete and pass the assessment for the microcredential. Enrollees who attend the contact for the microcredential but do not complete and pass the assessment are not eligible for the award of a microcredential but may receive a certificate of attendance.

7. Two or more ANU microcredentials may be stacked to form another ANU microcredential that demonstrates greater depth and/or breadth of study, following the principle that multiple courses may be combined to form a program.

7.3   Governance

1. The Governance framework reflects that an ANU credential is awarded upon successful completion of an ANU microcredential.

Creation

2. A proposal for a microcredential or a microcredential stack may be submitted at any time and is considered on a rolling basis.
3. A proposal for a microcredential or microcredential stack must be made on the approved form; the key content of the form is outlined below.
4. A microcredential stack cannot be approved unless all microcredentials listed in the stack have been approved; both the microcredentials and stack can be submitted to the same meeting, in which case the microcredentials will be considered before the stack. If any microcredentials are not approved the stack will not be considered for approval at that meeting.
5. The Head of the proposing AOU (Academic Organisational Unit) considers the proposal and the resourcing of the teaching and either endorses or does not endorse.
6. If endorsed, the Associate Dean (Education) of the proposing College considers the proposal and whether it is compliant with this policy and procedure and either endorses or does not endorse.
7. If endorsed, a University-level ANU Microcredentials and MOOCs Governance Committee considers the proposal, especially strategic alignment, consultation, and fees, and where an expedited request is made, within ten business days of receipt of the proposal. The Committee is appointed by the Deputy Vice-Chancellor (Academic) (DVCA) and must consist of at least three Deputy or Pro Vice-Chancellors and at least two Deputy or Associate Deans elected by the Associate Deans (Education)/Deputy Deans (Education). All proposals are made available to all Deputy/Associate Deans (Education). The committee may meet virtually. The decision is made by simple majority. If approved, approval is for a period of three years and the microcredential or microcredential stack is published.
8. If approved, the proposal paperwork is to be included in the papers of the next Education Committee meeting of the managing College as an item approved by Executive Action; and is to be included in the papers of the next Academic Quality Assurance Committee as an item approved by Executive Action.

Content of Proposal

8. A proposal for a microcredential or microcredential stack should be made on the approved form which will include:

    a. Name and Code;

    b. List of at least five keywords to be used on the website as search terms;

    c. Language of instruction (if not English);

    d. Statement of alignment with the ANU Strategic Plan;

    e. Statement identifying ANU as the developer and deliverer of the microcredential;

    f. Evidence of the outcome of consultation with other AOUs with an academic interest in the discipline/s and/or fields;

    g. Description of content (max. 100 words); for microcredentials only: if taught as a "special topics" microcredential, this is stated here and is to be based on the principles in section 5.5 "course topics and repeat enrolment".

    h. Learning outcomes;

    i. For microcredentials only: assessment of the learning outcomes;

    j. For microcredential stacks only: list of all microcredentials that constitute the stack at that time;

    k. Assumed knowledge (there should not be formal prerequisites for microcredentials, but there should be a statement that it is taught at graduate level);

    l. For Microcredential stacks only: any ANU microcredentials that are prerequisites, noting that no other pre-requisites are permitted;

    m. Workload in hours (see clause 7.5.1 below), including (for microcredentials only, as required by the National Microcredentials Framework):

        i. Number of hours of in-person face-to-face contact with teaching staff;

        ii. Number of hours of synchronous online contact with teaching staff;

        iii. Number of hours of peer-to-peer engagement and its mode;

        iv. Estimated number of hours of asynchronous online content and reading/viewing of audiovisual material, etc;

        v. Estimated number of hours spent on assessment.

    n. ANU unit value, which may be either specified or unspecified; if specified, any programs to which credit is guaranteed (noting that credit for other programs may be applied for under the ANU Recognition of Prior and External Learning Policy);

    o. The AQF level (8, 9, or 10) or course code level (7000, 8000, or 9000) at which credit into an ANU program would be given;

    p. Proposed Fees;

    q. Any specific software or equipment that enrolees are expected to supply (other than a computer, Microsoft Office, and a PDF reader),

r. Any specific materials that the university is expected to provide, such as library databases, virtual desktop access, specialist software, etc., and

s. Contact details.

Amendment

9. Amendments to microcredentials or microcredential stacks, excluding to fees, are considered for approval by the Associate Dean (Education) of the managing College; if approved, the amendments are published. The amendments are included in the papers of the next Education Committee meeting of the managing College as an item approved by Executive Action; and a list of amended microcredentials and microcredential stacks is to be included in the papers of the next Academic Quality Assurance Committee as an item approved by Executive Action.

10. Amendments to fees are considered by the ANU Microcredentials and MOOCs Governance Committee.

11. The title of a microcredential or microcredential stack cannot be amended. If a different name is preferred a new proposal must be made.

Disestablishment

12. A microcredential or microcredential stack may be disestablished by the Associate Dean (Education) of the managing College or, based on student feedback including complaints, or on non-compliance with policy, by the ANU Microcredentials and MOOCs Governance Committee.

13. To ensure that the ANU suite of microcredentials reflects what is actually taught, any microcredential not taught at least once over the previous three (3) years is disestablished. This is undertaken as part of the annual review process of the policy and procedure.

14. A list of disestablished microcredentials and microcredential stacks is included in the papers of the next Education Committee meeting of the managing College/s as an item approved by Executive Action; and a list of amended microcredentials and microcredential stacks is to be included in the papers of the next Academic Quality Assurance Committee as an item approved by Executive Action.

Review

15. Six months before the end of their accreditation, microcredentials and microcredential stacks are submitted for consideration for reaccreditation by the hosting College using the approved form. Enrolee and any employer survey data must be submitted. Approval is by the College Associate Dean (Education). The review form is included in the papers of the next Education Committee meeting of the managing College/s as an item approved by Executive Action; and a list of reviewed microcredentials and microcredential stacks including the review outcome is to be included in the papers of the next Academic Quality Assurance Committee as an item approved by Executive Action.

16. The Associate Dean (Education) of the managing College may call a review at any time and for any reason.

7.5   Delivery

Workload and unit value

1. The ANU standard course workload is 130 hours workload = 6 units. Drawing on this, any assigned unit value is based on 22 hours = 1 unit. Microcredentials that are not primarily designed for credit towards an ANU program are not required to assign a unit value.
2. The unit value of a single microcredential must not exceed 6 units and must be a whole number. There is no maximum unit value for a microcredential stack.
3. Non-nested assessment should not normally exceed 1500 words per unit value; nested assessment should not normally exceed 1500 words in final version per unit value.
4. Microcredentials:
    a. Contact for ANU microcredentials is typically at least one third of the total number of hours workload. Contact less than this needs to be justified to the Committee. For clarity, asynchronous online is not regarded as contact.

    b. All ANU microcredentials are required to include face-to-face contact that is preferably in person but may be synchronous online. This may be supplemented by online offerings.

    c. Face-to-face contact for ANU microcredentials is normally taught in intensive mode. Any microcredential of more than three units is required be taught in intensive mode.

    d. Face-to-face contact may be on the ANU campus or at any other location in Australia; off-shore teaching of a microcredential that involves international travel by staff is required to be approved by the Deputy Vice-Chancellor (Academic).

Assessment

5. To receive a microcredential an enrolee must demonstrate attainment of the learning outcomes through completion of assessment. Owing to the brief nature of the microcredential and its assessment, the ANU Student Assessment (Coursework) Policy and Procedure do not apply.
6. Assessment must have the following characteristics:
    a. All written assessment is to be submitted electronically using university-approved text matching software;

    b. Each assessment item is to be marked as pass/fail and written feedback is provided to the enrolee;

    c. Where more than one staff member is involved in marking, moderation processes must be undertaken to ensure consistency of marking;

    d. Supplementary assessment is not available; if an enrolee receives an overall failing mark (less than 50%), the enrolee may request that all assessment be remarked by a marker who was not involved in the teaching of the course and who is appointed by the Head of School; if there is disagreement between the markers, the final decision shall rest with an Associate Dean of the managing College, whose decision is not subject to further appeal;

    e. For microcredentials only: The microcredential outline must state principles for extensions and any penalties for late submission;

    f. Given the level of assumed English language ability required for admission into microcredentials, there are no special assessment arrangements for enrolees from language backgrounds other than English; and

g. Assessment is subject to the same rules, policies, and procedures regarding Academic Integrity and Academic Misconduct as for ANU courses.

Certification

7. Microcredential certification is managed by the Depuy Vice-Chancellor (Academic) portfolio. On successful completion of assessment, a certificate will be awarded in the form of a digital artefact.

Surveying engagement and impact

8. Each iteration of a microcredential, microcredential stack must implement an enrolee survey to measure engagement and impact. The preferred, but not required, model is to have one pre-credential survey undertaken on enrolment and one post-credential survey, to measure change in sentiment. Surveys must be conducted according to the Student Surveys and Evaluations Policy and Procedure.

Academic Integrity

9. Before commencing the assessment for their first ANU microcredential, all enrolees must declare their commitment to abiding by the University's Academic Integrity Rule. To support enrolees in understanding the University's current standards, training in Academic Integrity is made available. The nature of this training is approved by Academic Board. There is no additional fee for this training.

10. All assessment task submissions require agreement to the following declaration by the enrolee: "I declare that this work:

    a. upholds the principles of academic integrity, as defined in the *Academic Integrity Rule*;

    b. is original, and is my own work except where collaboration (for example group work) has been authorised in writing by the convener;

    c. is produced for the purposes of this assessment task and has not been submitted for assessment in any other context, except where authorised in writing by the convener;

    d. gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used; and

    e. in no part involves copying, cheating, collusion, fabrication, plagiarism or recycling.

Admission requirements for Microcredentials

12. All ANU microcredentials have an admission requirement of completion of at least an AQF Level 7 Bachelor Degree or equivalent work experience, with no minimum GPA specified.

13. Where the language of instruction is English, all microcredentials must state the following: the assumed level of English Language competency is equivalent to completion of an undergraduate degree program taught in English.

14. Although it is preferred that prior knowledge is stated as assumed knowledge, an ANU microcredential may specify another ANU microcredential as a formal pre-requisite; no other formal pre-requisites may be specified.

15. The following assumed knowledge may be specified where relevant:

    a. A minimum period of work experience may be assumed, which may include particular type/s of work experience.

b.   Specific knowledge or skills may be assumed (e.g. a specific software package or a specific research technique)

16.   Microcredentials, or specific iterations of microcredentials, may be available only to nominated members of specific organisations.

17.   If cohort size for particular offerings is capped, a transparent selection mechanism must be specified.

Credit into ANU Programs

18.   Enrolees who have attained a microcredential or microcredential stack may apply under the [ANU Recognition of Prior and External Learning Policy](#) and Credit and [Exemptions](#) Procedure for consideration for credit towards an ANU AQF qualification; ANU microcredentials are regarded as [formal learning](#).

19.   ANU Micro-credentials that are primarily designed for credit towards an ANU program are required to assign a unit value in line with the Workload Section 7.5.1-7.5.4.

20.   Just because an enrolee is eligible for or receives credit into an ANU program does not mean that the credit is able to be counted towards completion of the ANU program: enrolees must complete the approved program requirements and there may be no space in the program for the credit to be used.

Fees

21.   Fees are approved by the ANU Microcredentials and MOOCs Governance Committee. Standard fees for microcredentials must be at least the pro rata amount for an equivalent non-award course. Offerings tailored to and taught to particular closed cohorts may have their fees set in the contract.

Teaching

22.   Those delivering a Microcredential must be appointed as per the [Procedure: Knowledge, Pedagogical Skills, and Qualifications Requirements for Educators.](#)

Publication of Microcredentialed offerings

23.   Information to be published is:

a.   Name and Code;

b.   Language of instruction (if not English);

c.   Description of content (max. 100 words);

d.   Learning outcomes;

e.   Assessment of the learning outcomes (for microcredentials only);

f.   For microcredential stacks only: list of all microcredentials that constitute the stack at that time;

g.   Assumed knowledge;

h.   Workload in hours including hours of contact;

i.   ANU unit value, which may be either specified or unspecified; if specified, any programs to which credit is guaranteed (noting that credit for other programs may be applied for under the [ANU Recognition of Prior and External Learning policy](#));

j. The AQF level (8, 9, or 10) or course code level (7000, 8000, or 9000) at which credit into an ANU program would be given;

k. Admission requirements (for microcredentials only);

l. Depth of learning: taught at graduate level, the content of the microcredential is introductory/intermediate/advanced.

m. Fees (if available for individual enrolment);

n. any specific software or equipment that enrolees are expected to supply (other than a computer, Microsoft Office, and a PDF reader), and

o. Contact details.

24. Optional information

a. As recommended, but not required, by the National Microcredentials Framework, it should be stated in the proposal where, in the development of a microcredential, there is or has been:

   I. Industry support that the microcredential meets an industry need and reflects skills sought by employers;

   II. Evidence that a microcredential sits within an industry or profession, and the occupations / career pathways to which the microcredential is aligned;

   III. An Industry competency framework/s that the microcredential may be aligned to;

   IV. Jurisdictions where the microcredential is applicable or recognised;

   V. Consideration of Industry competency framework/s that the microcredential may be aligned to;

   VI. Industry-recognition, where the microcredential is recognised by a professional body, satisfies or aligns to an industry standard or professional development requirement, or constitutes recognition towards an industry or vendor certification.

b. Offerings (for example, offerings only available to members of a particular organisation are not required to have the offering advertised).

25. Standard statements:

a. Academic integrity

b. Microcredentials are taught at graduate level

c. There is no requirement that any part of the contact is recorded or that a written record of the content is made available

d. Microcredentials are not AQF Qualifications

e. Feedback mechanisms

8. Non-accredited offerings, including Personal Development and MOOCs

1. The University does not accredit Personal Development offerings, or Massive Open Online Courses (MOOCs).

2. Other non-accredited learning events may be offered, but no ANU-branded certificate or badge or other such documentation may be issued, including that which notes or evidences or attests to enrolment or attendance or participation or completion.

3. Transition arrangements for MOOCs accredited as at 1 October 2024:

    a. The defining characteristics of ANU MOOCs are that they:

        i. demonstrate the university's intellectual leadership in the taught disciplines or fields;

        ii. are designed and taught at undergraduate or graduate level either by ANU staff or by ANU staff in conjunction with experienced practitioners;

        iii. that their convening, teaching and assessment is not contracted out to third parties.

    b. To be eligible for a Verified Certificate, enrollees must successfully complete and pass the assessment for the ANU-accredited MOOC. Enrollees who participate in teaching activities but do not complete and pass the assessment may receive a certificate of attendance.

    c. A Verified Certificate is awarded upon successful completion of assessment for an ANU-accredited MOOC.

    d. Certification for ANU-accredited MOOCs is managed by the MOOC delivery platform.

    e. Enrolees who have completed an ANU-accredited MOOC and received a verified certificate may apply under the ANU Recognition of Prior and External Learning Policy and Credit and Exemptions Procedure for consideration for credit towards an ANU AQF award. ANU-accredited MOOCs are regarded as formal learning.

    f. No new ANU MOOCs will be accredited after 1 October 2024.

    g. No ANU MOOCs will be reaccredited after 1 October 2024.

    h. The last date for new enrolments in ANU-accredited MOOCs is 1 January 2025.

    i. All currently accredited ANU MOOCS are automatically disestablished on 1 August 2025.