

Monash University Procedure

Procedure Title	Course Design Procedures
Parent Policy	Course Design Policy
Date Effective	25-February-2016
Review Date	25-February-2019
Procedure Owner	Vice-Provost (Education Programs)
Category	Academic Quality and Standards
Version Number	1.1
Content Enquiries	Education Policy Unit
Scope	All award courses Approved Monash University non-award enabling programs All teaching locations
Purpose	To describe the framework and principles that inform the design of coursework and graduate research courses at Monash.
PROCEDURE STATEMENT	

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1. Course management and governance

- 1.1. All coursework courses are assigned a managing faculty, which has principal rights and responsibilities for the curriculum content and design of the course. In cases where another faculty oversees a component part of a course, such as a major, specialisation or a partner course in a double degree, that faculty will have the principal rights and responsibilities for the curriculum content and design of that component.
- 1.2. Majors and specialisations advertised as available when a cohort of students commences must remain available for the standard duration of the course. Units required for completion of a course,

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major or specialisation must be scheduled in a manner that enables students to complete the units in an appropriate order within the standard duration.

Responsibility

Deans
Associate/Deputy Deans (Education)
Heads of schools/departments

2. The course-unit nexus

- 2.1. Courses must be designed so that each of the component units meaningfully contributes to the acquisition of course-level learning outcomes. Learning and teaching approaches and learning activities employed in units must be designed to contribute to students achieving the course-level outcomes and the Monash Graduate Attributes.
- 2.2. If a unit is designed for students in more than one type of award (e.g. diploma and bachelor degree), the learning outcomes of both award types must be reflected in the unit learning outcomes. This requirement does not apply to exit awards (e.g. a student enrolls in a master's course but exits with a graduate diploma).
- 2.3. Unit assessment must be designed so that it contributes to the overall assessment approach of the course. The course level assessment regime should demonstrate an articulation of knowledge and understanding, skills and competencies, and attributes.
- 2.4. The design of courses must take into account that the basic volume of learning for a Monash unit is six credit points, or a multiple thereof (e.g. 12, 18, 24). A six credit point unit corresponds to an average of twelve hours of scheduled classes, prescribed activities and/or independent work per week over one standard semester.
- 2.5. Double degree courses must be designed in a manner that enables students to complete the units of each component degree in an appropriate order and within the standard duration of the course.
- 2.6. For coursework courses, the typical student annual workload is an average of 48 hours per week for each of the two standard semesters.
- 2.7. Coursework units consist of scheduled classes, prescribed activities and/or independent work. The faculty must ensure that the configuration of these components is appropriate and sufficient to enable student attainment of course learning outcomes.
- 2.8. Zero credit point units are only permitted under the following circumstances:
 - a) The work undertaken by the student is not at Monash University (viz. students undertaking work experience in industry). Zero credit point units are only permitted for the establishment of work experience in industry units where fee assessment of the student would be inappropriate due to minimal University resources being committed to the experience.
 - b) The student is undertaking a joint research degree program and is at that time located at and consuming the resources of the partner institution;
 - c) As a required element of a graduate research degree program;
 - d) The work undertaken by the student at Monash involves minimal resources by the University (e.g. equivalent to two credit points or less, no supervision by academic staff, minimal to nil assessment of work);
 - e) An activity has to be undertaken by a student as a compulsory pre-requisite to undertake a future coursework, load bearing unit (e.g. hurdle requirements);
 - f) Students require an extension to an already enrolled thesis unit and for which they will be charged as they are consuming University resources. (e.g. thesis extension units where 'enrolled credit points' equal a value >0 (and therefore charged) and achievable credit points equal a value of 0); or

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- g) The unit is established to allow the recording and approval of an overall grade for a course or group of units.
- 2.9. Multi-level units are only permitted when there is a clear qualitative distinction in assessment requirements between the levels, and that distinction is published in the unit guide and the University Handbook.
- 2.10. Cross-listing of units with different alpha prefixes but in which there is no variation in academic content is not normally permitted, unless they are part of a graduate research degree. Exemptions to allow cross-listing must be justified with a sound educational case and approved by the Coursework Admissions and Programs Committee.

Responsibility

Deans
Associate/Deputy Deans (Education)
Associate Deans (Graduate Research)
Heads of schools/departments
Chief Examiners

3. Course design requirements

- 3.1. When designing a course, the course learning outcomes must be mapped against the Monash Graduate Attributes and the relevant AQF Level criteria.
- 3.2. A Monash coursework course must have the same course learning outcomes, credit point value and admission requirements irrespective of major, specialisation, location or mode.
- 3.3. There are no tagged undergraduate awards except where accreditation or local regulatory requirements make it essential. Tagged awards may occasionally be used within the same master's course to indicate variations on the same specialisation.
- 3.4. Awards that are offered as exit awards only (i.e. not available for direct enrolment) are not required to have documented learning outcomes but the requirements that a student must satisfy to qualify for the exit award must be documented as part of the course from which the exit award is available. The requirements for the exit award must be consistent with the course design requirements for a course that normally leads to that award type.

Diplomas

- 3.5. Monash offers diplomas through bachelor pathway courses and through a small, strategically selected number of diploma courses that provide complementary studies to undergraduates enrolled in a bachelor or bachelor honours course.
- 3.6. Course design requirements for pathway courses leading to diplomas
 - a) Pathway diplomas typically require completion of 48 credit points at unit level 1 and must meet AQF Level 5 criteria.
 - b) Diplomas that provide pathways to bachelor courses do so under specified conditions - typically at least completion of the diploma course within the standard duration of two semesters of full time enrolment (or part time equivalent where available).
- 3.7. Course design requirements for complementary study diploma courses
 - a) Complementary study diplomas typically require completion of 48 credit points of focussed study.
 - b) Complementary study diploma courses are designed to demonstrate progression and/or concentration of learning and would typically exceed AQF Level 5 criteria.

Bachelor degrees

- 3.8. Bachelor degrees are offered through comprehensive and specialist courses.

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3.9. Course design requirements for comprehensive bachelor courses

- a) Comprehensive bachelor courses typically consist of 144 credit points and must meet AQF Level 7 criteria.
- b) Comprehensive bachelor courses comprise three parts, each of 48 credit points typically comprising eight six-point units. The first part is specified by the course and may include units all students must complete, course listed elective study or course specified sequences. The second part is a course listed major. The third part is free elective study drawn from within the course or across the university.
- c) No more than 60 credit points at unit level 1 can be used to fulfil the requirements of a comprehensive bachelor course and completion of at least 24 credit points at level 3 from units in the first and second parts is required.
- d) A major comprises 48 credit points in an area of study, with no more than 12 credit points at unit level 1 and at least 18 credit points at level 3.
- e) A minor comprises 24 points in an area of study, with no more than 12 credit points at unit level 1 and some progression of learning typically through study at at least two unit levels.
- f) An extended major comprises 72 credit points in an area of study, with no more than 24 credit points at unit level 1 and at least 24 credit points at level 3.
- g) Comprehensive bachelor courses are designed so that students may use free electives to complete a second major or a minor, or other units, including from across the University (provided they have the necessary prerequisites and there are no restrictions on enrolment).
- h) Two majors that comprise different required units cannot have the same title, that is, a major of a given title must be the same regardless of which course it is offered within. The exception is that a major may be a subset of an extended major of the same name.
- i) No more than two units can normally be credited towards two majors, or a major and a minor, for a student in the same course (including a double degree course). The same unit is not normally credited to two minors.

3.10. Course design requirements for specialist bachelor courses

- a) Specialist bachelor courses develop knowledge in distinct themes that provide graduates with bodies of knowledge, including concepts and techniques, which are progressively developed through the course and integrated in practice in a specialist field or profession.
- b) All specialist bachelor courses are described through specialisations comprising at least 72 credit points of study with overarching integrated practice requirements that could include:
 - professional placement or internship
 - research project
 - acquittal of accreditation requirements
 - performance/external examination
 - capstone experience.
- c) The same themes apply irrespective of specialisation.
- d) Different specialisations within the same specialist bachelor course may lead to different awards.
- e) Specialist bachelor courses with a volume of learning requirement of at least 144 credit points but less than 192 credit points lead to a bachelor degree and must meet AQF Level 7 criteria.

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- f) Specialist bachelor courses with a volume of learning requirement of 192 credit points or more that meet AQF Level 8 criteria may lead to an AQF Level 8 bachelor honours degree. (See also requirements for specialist bachelor honours courses below).
- g) No more than 60 credit points at unit level 1 can be used to fulfil the requirements of a specialist bachelor course and at least 24 credit points is required at unit level 3 (or higher) from units required for the course and/or specialisation.
- h) Majors and minors are not offered by specialist courses. Students may use available electives to complete an approved major or a minor from another course, however, no more than two units can normally be credited towards a major and a specialisation or a minor and a specialisation for a student in the same course (including in a double degree course).
- i) A specialisation must not substantially duplicate the content of another specialisation. Normally, any two specialisations will differ by at least 36 credit points in their required units (that is, half of the minimum 72 points required for a specialisation).

Bachelor honours degrees

- 3.11. Bachelor honours degrees are offered through one-year honours courses following a bachelor degree, specialist bachelor honours courses of at least four years duration, or bachelor advanced honours courses of at least four years duration for high-achieving students.
- 3.12. Course design requirements for one-year honours courses
 - a) One-year honours courses develop in students the knowledge and skills needed to plan and execute a research project of at least 12 credit points with some independence. The research project must be assessed individually.
 - b) One-year honours courses are designed for students who have completed a bachelor degree with at least a distinction average in four units at unit level 3 in the field of study.
 - c) A one-year honours course comprises at least 48 credit points and meet AQF Level 8 criteria.
 - d) A one-year honours course may include no more than 12 credit points at unit level 3, the remaining being at a higher level.
- 3.13. Course design requirements for specialist bachelor honours courses
 - a) Specialist bachelor honours courses develop in students advanced knowledge and skills for professional or highly skilled work and/or further learning and research.
 - b) Course design requirements for specialist bachelor courses also apply to specialist bachelor honours courses and in addition enable graduates to demonstrate the application of their knowledge and skills to plan and execute project work and/or a piece of research or scholarship with some independence.
 - c) Specialist bachelor honours courses have a volume of learning requirement of 192 credit points, or more.
 - d) Specialist bachelor honours courses include at least 48 credit points of study commensurate with achieving AQF Level 8 outcomes.
 - e) At least 24 credit points is required at each of unit level 3 and 4 from units required for the course and/or specialisation.
 - f) Specialist bachelor honours courses designed to provide students with preparation for admission to graduate research degrees must include a research component or components (i.e. research methods, a research project, parts of units or group of units) that account for at least 25% of one full-time equivalent year's work at level 4 or higher. The 25% research component/s must be assessed individually.
- 3.14. Course design requirements for bachelor advanced honours courses

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- a) For a small strategic set of AQF Level 7 undergraduate courses of three years duration, there is an AQF Level 8 bachelor advanced honours companion course for high achieving students with minimum entry level ATAR of 90, and typically at least 5 ATAR points higher than the Level 7 course.
- b) Bachelor advanced honours courses develop in students advanced knowledge and skills for professional or highly skilled work and/or further learning and research and enable graduates to demonstrate the application of their knowledge and skills to plan and execute project work and/or a piece of research or scholarship with some independence.
- c) Bachelor advanced honours courses have a volume of learning requirement of 192 credit points, or more.
- d) Bachelor advanced honours courses include at least 48 credit points of study commensurate with achieving AQF Level 8 outcomes.
- e) Course design requirements for comprehensive or specialist bachelor courses (whichever is relevant) also apply to bachelor advanced honours courses except that bachelor advanced honours versions of comprehensive courses, may vary from the three-part structure by adding a fourth part and /or reduce the number of free electives in order to achieve additional course outcomes.
- f) Bachelor advanced honours courses must include at least 36 credit points at unit level 4 or higher with at least 24 credit points at each of unit level 3 and 4 (or higher) from units required for the course and/or major/specialisation).
- g) A bachelor advanced honours course that is designed to provide students with preparation for admission to graduate research degrees must include a research component or components (i.e. research methods, a research project, parts of units or group of units) that account for at least 25% of one full-time equivalent year's work at level 4 or higher. The 25% research component/s must be assessed individually.

Graduate certificates and graduate diplomas

- 3.15. For graduate certificates and graduate diplomas that are available as exit awards only, see section 3.4 above about exit awards.
- 3.16. A small strategic selection of graduate certificate and graduate diploma courses providing focused expert development are offered for direct enrolment where there is a demonstrated industry, professional, community or student need for the award and a sound educational rationale.
- 3.17. Course design requirements for courses leading to graduate certificates and graduate diplomas
 - a) Graduate certificates and graduate diplomas must meet AQF Level 8 criteria.
 - b) Graduate certificates comprise at least 24 credit points of which at least 18 credit points are at unit level 4 or above.
 - c) Graduate diplomas comprise at least 48 credit points of which at least 36 credit points are at unit level 4 or above.
 - d) A graduate certificate or graduate diploma course that is designed to provide students with preparation for admission to graduate research degrees must include a research component or components (i.e. research methods, a research project, parts of units or group of units) that account for at least 25% of one full-time equivalent year's work at level 4 or higher. The 25% research component/s must have been assessed individually.

Postgraduate certificates and postgraduate diplomas

- 3.18. Postgraduate certificates and postgraduate diplomas are not awards listed within the AQF. However, they are recognised in Malaysia and other countries in which Monash offers courses and it may be appropriate to offer courses leading to these awards in these countries.
- 3.19. Course design requirements for courses leading to postgraduate certificates and postgraduate diplomas

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- a) Postgraduate certificates and postgraduate diplomas may only be offered in locations where the award complies with the regulatory requirements of the country, and must satisfy those regulatory requirements.
- b) There must be a demonstrated industry, professional, community or student need for the award and a sound educational rationale.
- c) The learning outcomes of a postgraduate certificate or postgraduate diploma must be comparable with at least AQF Level 8 criteria and meet the course design requirements applicable to a graduate certificate or graduate diploma, as outlined in University policies and procedures.

Master's degrees

- 3.20. A master's degree course provides focused and purposeful study leading to depth of expertise. It may:
- provide accredited professional practice preparation;
 - advance scholarly knowledge or broaden and deepen professional expertise including inter-disciplinarity;
 - advance the capacity to undertake independent research.
- 3.21. In developing the Monash Graduate Attributes, Monash master's courses also develop in students:
- the capacity to work and communicate across the borders of discipline, context or culture;
 - a research disposition and the research skills and knowledge needed either to undertake independent research or for professional or scholarly purposes.
- 3.22. The AQF specifies three forms of master's degrees: master's degree (coursework), master's degree (extended) and master's degree (research).
- 3.23. Monash University offers master's degrees through professional entry master's courses, expert master's courses and graduate research master's courses. All master's courses must meet AQF Level 9 criteria.
- 3.24. Course design requirements for professional entry master's courses
- a) Professional entry master's courses are accredited to prepare graduates to practice in a regulated profession.
 - b) A professional entry master's course includes a proportion of practice-related learning.
 - c) A professional entry master's course leads to the award of a master's degree (coursework) or a master's degree (extended).
 - d) For professional entry master's courses, the standard master's degree (coursework) template has a volume of learning of 96 credit points and the standard master's degree (extended) template has a volume of learning of 144-192 credit points. Each comprises three volumes:
 - Volume 1: Advanced preparatory study of 24-48 credit points with a maximum of 24 credit points at unit level 2-3 and the remaining at a higher level. It develops relevant cognate knowledge at advanced undergraduate or graduate level and is required for students from a non-cognate field or those choosing to complete this volume.
 - Volume 2: Master's core of at least 48 credit points. The master's core comprises specified and elective units at level 5.
 - Volume 3: Application options of typically up to 24 credit points as appropriate to the professional field and external accreditation requirements. This may include research project(s); internship, industry experience or placement; performance or production; or professional practice. The application options

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comprise units at least at unit level 4. Volume 3 application options may be integrated with Volume 2 and may occur in zero credit point units, for example for professional placements.

- e) A professional entry master's course may be designed with two entry points with block credit available for Volume 1 based on a bachelor degree (or higher) providing cognate advanced preparatory study.
- f) Where all students to be admitted to a professional entry master's course will have cognate advanced preparatory study, Volume 1 is not required in the design of the course.
- g) A professional entry master's course may offer more than one specialisation. Different specialisations within the same course may lead to different awards.
- h) Recognition for prior learning towards Volume 3 may be awarded for relevant professional experience.
- i) A professional entry master's course that is designed to provide students with preparation for admission to graduate research degrees must include a research component or components (i.e. research methods, a research project, parts of units or group of units) that account for at least 25% of one full-time equivalent year's work at level 4 or higher. The 25% research component/s must have been assessed individually.

3.25. Course design requirements for expert master's courses

- a) An expert master's course leads to a master's degree (coursework).
- b) The expert master's course structure template comprises three volumes:
 - Volume 1: Advanced preparatory study of 24 credit points at unit level 2 or higher. Develops relevant cognate knowledge at advanced undergraduate or graduate level. Required for students from a non-cognate field or choosing to complete this volume.
 - Volume 2: Master's core of 48 credit points. The master's core comprises specified and elective units at level 5.
 - Volume 3: Application options of 24 credit points. May include research thesis, internship or industry experience, performance or production, scholarly or professional inquiry, or elective or specialist master's units. The application options comprise units at least at unit level 4.
- c) An expert master's course may offer more than one specialisation. Different specialisations within the same course may lead to different awards.
- d) Expert master's courses typically have a volume of learning of 48, 72 or 96 credit points, depending on a student's prior qualifications and learning, and may be designed with several entry points.
- e) To determine the entry points, block credit is available for Volumes 1 and 3 under the following conditions:
 - a cognate bachelor degree replaces the requirement for Volume 1;
 - a cognate bachelor honours degree replaces the requirement for Volumes 1 and 3;
 - a non-cognate bachelor honours degree replaces the requirement for Volume 1 or 3 or a blend of the two comprising 24 credit points.
 - Recognition for prior learning awarded for relevant professional experience may replace the requirement for Volume 1 or 3 or a blend of the two to a maximum of 24 credit points.
- f) Where all students to be admitted to an expert master's course will have the relevant entry requirements to receive block credit for either Volume 1 or Volume 3, the relevant Volume is not required in the design of the course.

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- g) Faculty and University credit rules also apply on a case-by-case basis for components of all Volumes.
- h) An expert master's course that is designed to provide students with preparation for admission to graduate research degrees must include a research component or components (i.e. research methods, a research project, parts of units or group of units) that account for at least 25% of one full-time equivalent year's work at level 4 or higher. The 25% research component/s must have been assessed individually.

3.26. Course design requirements for graduate research masters courses

- a) A graduate research master's course leads to a master's degree (research).
- b) Graduate research master's courses are designed for students who have completed a bachelor honours degree (or equivalent qualification) that fulfils the requirement for pathways to graduate research degrees.
- c) The duration of a graduate research master's course is of no less than 12 months and no more 24 months of full-time enrolment (or part-time equivalent).
- d) A graduate research master's course must be at least 2/3 research and lead to a thesis or alternative research output which is examined in accordance with University policies and/or guidelines.

Doctoral degrees

3.27. The AQF specifies two forms of doctoral degrees: doctoral degree (research) (typically referred to as a PhD) and doctoral degree (professional).

3.28. Course design requirements for courses leading to doctoral degrees

- a) A doctoral degree must be at least 2/3 research and lead to a thesis or alternative research output which is examined in accordance with current University policies and/or guidelines.
- b) The duration of a doctoral degree is of three to four years of full-time enrolment (or part-time equivalent).
- c) A doctoral degree must meet AQF Level 10 criteria.

Responsibility

Academic Board
Coursework Admissions and Programs Committee
Graduate Research Committee
Associate/Deputy Deans (Education)
Associate Deans (Graduate Research)
Heads of schools and departments

4. Double degree courses

4.1. For two separate awards to be offered through a double degree course, the minimum requirements for each award must be satisfied, that is, the double degree course must include:

- all core requirements for each of the single awards, i.e. units, major and minor sequences, specialist sequences; and
- all course-specified electives where these must be taken from a designated field of study.

4.2. A course cannot pair with itself to form a double degree course.

4.3. In a double degree course, cross credit is granted for units or a block of units, which are components of one of the partner courses where:

- there are elective units for either partner course that are not defined as being within a particular field of study (free electives) by either single award specification; and/or

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- they are assessed as being equivalent in terms of volume, depth and breadth of content to units specified within the other course.

4.4. When a double degree course is offered in collaboration with another institution, the same principles apply in that:

- the minimum requirements for each award must be satisfied; and
- cross credit arrangements must be justified and the amount of cross crediting reasonable.

4.5. Refer also to the [Collaborative Coursework Arrangements Policy](#) and the [Credit Policy](#).

4.6. There are two types of double degree courses - horizontal double degree courses (i.e. leading to a pair of bachelor or bachelor honours degrees, or a pair of master's degrees) and vertical double degree courses (i.e. leading to a bachelor or bachelor honours degree and a master's degree).

Horizontal double degrees

4.7. Where a horizontal double degree course prepares students for a regulated profession, the faculty with the connection to the profession is normally the managing faculty and, as such, undertakes selection of students and assures appropriate advice relevant to the profession.

4.8. The degree of the managing faculty normally appears first in the course title of a horizontal double degree. Exemptions must be justified with a sound rationale.

4.9. Course design requirements for horizontal undergraduate double degree courses

- a) Horizontal double degree courses available at the undergraduate level enable two bachelor (or bachelor honours) courses to be taken in parallel leading to two awards in at least two full time equivalent years less than the sum of the time to complete the component courses consecutively.
- b) The minimum length of an undergraduate double degree course must be at least as long as the longest of the two partner degree courses plus 48 credit points. The exception is where there is an industry standard for how accredited specialist bachelor courses cross credit to form double degrees (e.g. the Bachelor of Education double degrees).
- c) In order for a single degree course to be available as part of an undergraduate double degree course, the single degree course must make available 48 credit points that can be cross credited with units from the partner degree.

4.10. Course design requirements for horizontal graduate double degree courses

- a) A graduate double degree course enables two master's courses to be taken in parallel leading to two awards in at least 24 credit points less than the sum of the time for completion of each partner course.
- b) The minimum length of a master's/master's double degree course must be at least as long as the longest of the two partner degree courses plus 24 credit points.

Vertical double degrees

4.11. Course design requirements for vertical double degree courses

- a) A vertical double degree course pairs a bachelor (or bachelor honours) course and a master's course to form an articulated two-part course leading to two awards.
- b) The volume of learning of a vertical double degree is 24-48 credit points less than the sum of the component courses separately.
- c) The minimum length must be at least as long as the undergraduate degree plus 24 credit points.
- d) For vertically articulated double degrees, the required components of each degree course must be met, with up to 48 credit points of units able to be credited towards meeting the

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requirements of both partner courses. Cross crediting of units may replace the requirement for Volume 1 of the master's course.

- e) Where a vertical double degree course includes a component degree that is not offered separately, i.e. it is only offered as part of the double degree course, the part of the course that is credited towards both degrees (up to 48 credit points, usually in the master's component), does not need to be designed into both sets of degree requirements.
- f) For vertically articulated double degrees, students are admitted to the bachelor (or bachelor honours) course but are guaranteed access to the master's course under specified conditions, which is at least completion of the bachelor (or bachelor honours) course.
- g) Where a vertical double degree course prepares students for a regulated profession, with an externally accredited master's degree, the master's course faculty is the managing faculty and, as such, manages the articulation, undertakes selection of students and assures appropriate advice relevant to the articulation and profession.

Responsibility

Academic Board
Coursework Admissions and Programs Committee
Associate/Deputy Deans (Education)
Heads of schools/departments

5. Design requirements for Monash University non-award enabling programs

- 5.1. The program must be designed to ensure that at successful completion, students will demonstrate learning outcomes that are equivalent to the University entrance and admission to course of study requirements.
- 5.2. The program must include:
 - a component that develops students' English language proficiency to a level that is equivalent to the minimum English language proficiency requirements for admission to award course and units of study of the University, ie VCE English 25.
 - A component that demonstrates students can meet the academic entrance requirements of the University (which may include utilising an alternative entrance such as successful completion of two higher education units).
- 5.3. At the request of the managing faculty or business unit, approved enabling program may be published in the University's handbook and advertised in Find a Course.
(see sections 2 and 7 of the Admission to Coursework Courses and Units procedures for further information)

6. Maximum Course Duration

- 6.1. For coursework courses, the maximum time a student is allowed to complete a course is determined by the following formula: maximum course duration = full-time study course duration x 2 + 2 years. A faculty may determine a lower time limit for the maximum course duration if required, but if it is less than full-time study course duration x 2 years, a sound educational case must be submitted to, and approved, by CAPC. The maximum duration must be published in the University Handbook.

Responsibility

Associate/Deputy Deans (Education)
Heads of schools/departments
Coursework Admissions and Programs Committee

7. Variations to Course Design Requirements

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- 7.1. If a course must vary from the Course Design Policy or Procedures (e.g. due to accreditation requirements for entry to a profession), faculties must be able to demonstrate how learning outcomes appropriate to the award/s will be achieved. Where an exemption is required from any of the principles outlined in the Course Design Policy or Procedures, a sound educational case must be made in writing to Coursework Admissions and Programs Committee (CAPC) for coursework degrees or to Graduate Research Committee for graduate research degrees. Exemptions from policy must have approval by Academic Board, while exemptions from the procedures can be approved by CAPC or GRC. Approved exemptions will be recorded in a register of course exemptions.

Responsibility

Academic Board
 Coursework Admissions and Programs Committee
 Graduate Research Committee
 Associate/Deputy Deans (Education)
 Associate Deans (Graduate Research)

Responsibility for implementation	Provost Vice-Provost (Education Programs) Vice-Provost (Learning and Teaching) Vice-Provost (Graduate Education) Academic Board Deans Associate/Deputy Deans (Education) Associate Deans (Graduate Research) Heads of schools/departments
Status	Revised
Approval Body	Name: Academic Board Meeting: Date: 27-Feb-2017 Agenda item:
Definitions	Area of study: At Monash, the term area of study is reserved for the subject of course or award titles, majors, extended majors, minors and specialisations. Areas of study are approved by Academic Board. AQF Levels: Indicate the relative complexity and/or depth of achievement of graduates of an award and the autonomy required to demonstrate that achievement. AQF Level 1 has the lowest complexity and AQF Level 10 has the highest complexity. AQF Levels are not used to describe individual units or year levels within courses. Award: Means a degree, diploma, certificate or other award of the University, as set out in the Monash University (Council) Regulations, and is conferred or granted by the University Council. Cognate award: A qualification in a related field of study. Course: The accumulation of units according to a set of rules, that leads to the granting of one or more awards (e.g. Bachelor of Arts, Master of

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	<p>Business).</p> <p>Course requirements: Requirements that a student must satisfy in order to complete a course. Course requirements are published in the University Handbook.</p> <p>Credit points: A standard system of credit points based on student workload is used throughout the University. The number of credit points assigned to a unit or course provide an indication of a student's total expected workload across scheduled classes and activities, self-directed study and assessment. A standard full time year of study is 48 credit points, typically distributed as 24 points in each of two semesters. Refer to the University's Coursework Enrolment Procedures for more information about study load.</p> <p>Double degree course: An approved course of study which leads to two awards.</p> <p>Elective unit: A unit where a student is given a choice of which unit to study. The choice may be from a specified list of units or it may be a free elective where the student is given choice of any unit within Monash providing he/she has the necessary entry requirements and there are no restrictions on enrolment in the unit.</p> <p>Graduate attributes: Transferable, non-discipline specific skills a graduate is expected to acquire through the course of their study that have application in study, work and life contexts. See also Monash Graduate Attributes in the Course Design Policy.</p> <p>Graduate research degrees: Master's degrees (research) and doctoral degrees. Also referred to as higher degrees by research (HDR).</p> <p>Learning outcomes: The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning. (AQF definition)</p> <p>Managing faculty: The faculty that is assigned responsibility to coordinate administrative matters for each single or double degree course (including but not restricted to admission, enrolment, academic progress and academic referral). Only one faculty can manage a course; for example the Bachelor of Laws (Honours)/Bachelor of Arts has the managing Faculty of Law.</p> <p>Minimum admission requirement: the minimum ATAR (including SEAS bonuses but excluding subject bonuses) that a student must achieve for entry to a course, consistent with the principles applied to assess whether a student has met university entrance requirements.</p> <p>Multi-level unit: A unit listed as being taught at two unit levels.</p> <p>Research component: Individually assessed research elements that may include research preparation and/or a research project, undertaken as a unit or group of units, part of a unit or units, or as a thesis.</p> <p>Theme: Specialist bachelor, specialist bachelor honours and master's courses are defined through themes. Themes provide graduates with bodies of knowledge, including concepts and techniques, which are progressively developed through the course and integrated in practice in a specialist field or profession.</p> <p>Unit: A component of a course of study which is taught and examined as a discrete entity and is allocated credit points but does not include a graduate research degree thesis or alternative research component. A course is completed through the accumulation of units of study according to</p>
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	<p>specifications.</p> <p>Unit level: Indicates the year level and/or award type for which the unit is primarily offered. Unit levels 1, 2 and 3 indicate the year level in an undergraduate course. Unit level 4 primarily indicates fourth year level in an undergraduate, honours-year level, graduate certificate or graduate diploma course. Units at level 5 are primarily taught in master's courses. Unit level 6 indicates units taught in doctoral degree courses.</p> <p>Volume of learning: Identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular course leading to an award.</p>
Legislation Mandating Compliance	<p>Monash University Statute</p> <p>Monash University (Council) Regulations Part 4 - Awards</p>
Related Policies	<p>Academic Calendar and Semesters Policy</p> <p>Assessment in Coursework Units Policy</p> <p>Credit Policy</p> <p>Collaborative Coursework Arrangements Policy</p> <p>Coursework Course and Unit Accreditation Policy</p> <p>Course and Unit Handbook Policy</p> <p>Enrolment Policy</p> <p>Grading Scale Policy</p> <p>Unit Coding Policy</p>
Related Documents	<p>Higher Education Standards Framework (Threshold Standards) 2015</p> <p>Australian Qualifications Framework Second Edition January 2013</p> <p>Malaysian Qualifications Framework</p> <p>South African Higher Education Qualifications Sub-Framework</p> <p>National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students</p> <p>Focus Monash: Strategic Plan 2015-2020</p> <p>Better Teaching Better Learning Agenda</p> <p>The Monash Assessment Vision</p>