

COURSE DESIGN PROCEDURE

SCOPE

This procedure applies to:

- all courses leading to an award, exit-only awards, and non-award enabling programs; and
- all locations.

For non-award professional development education, including micro-credentials, refer to the [Professional Development Education Procedure](#).

PROCEDURE STATEMENT

This procedure describes the framework and principles for the design of Monash coursework, graduate research and non-award enabling programs. This procedure should be read in conjunction with the design requirements for units set out in section 2 of the [Unit Accreditation Procedure](#).

In this procedure 'faculty' and 'faculties' refer also to the two institutes that are accredited to enrol students: Monash Sustainable Development Institute (MSDI) and Monash University Accident Research Centre (MUARC).

1. Course management

- 1.1 All courses are assigned a degree faculty, which has principal rights and responsibilities for the curriculum content, design and quality assurance of the course, and a managing faculty, which is responsible for overseeing student administrative matters for a course (including but not restricted to admission, enrolment, course advice and academic progress).
 - 1.1.1 For a course leading to a single award, the managing faculty will be the degree faculty.
 - 1.1.2 Where a course has a component that is primarily offered in a course from a different degree faculty, that faculty has principal rights and responsibilities for the curriculum content and design of that component.
 - 1.1.3 A double degree course leading to two awards may have two degree faculties, in which case one will be the managing faculty and the other will be the partner faculty.
 - 1.1.4 For a horizontal double degree course in which one course prepares students for a regulated profession, the managing faculty will be the faculty connected with the profession. Where both courses lead to a regulated profession and are offered by different faculties, the deans (or delegates) of the two faculties will agree on one of the faculties being the managing faculty.
 - 1.1.5 For a vertical double degree course that prepares students for a regulated profession through an externally accredited master's degree, the managing faculty will be the master's degree faculty and will undertake selection of students, manage articulation and provide course advice relevant to the articulation and profession.
- 1.2 Majors, specialisations and graduate research programs available when a student cohort commences must remain available for the standard course duration unless alternative arrangements are provided that do not disadvantage students.
- 1.3 Units required to complete a course, major, specialisation, double degree or graduate research program must be scheduled so students can complete the units in an appropriate order within the standard course duration.

Courses offered from multiple locations

- 1.4 A course offered from multiple locations will, at every location:
 - have the same course title and duration;
 - have equivalent requirements for completion;
 - lead to the same awards, subject to any variations in the specialisations offered; and
 - have equivalent minimum course entry requirements and prerequisites.

- 1.5 Key teaching staff associated with a course at each location will have collaborative input into the design of the curriculum and teaching materials of courses and units delivered at that location.
- 1.6 Course variations across locations must be clearly described in the curriculum management system and overseen by the course management group (for coursework) (see [Course Accreditation Procedure](#) section 3.4) or the Monash Graduate Research Office (MGRO) (for graduate research). A course offered at multiple locations may vary in:
- the range of majors, minors, specialisations, electives or graduate research programs offered;
 - the sequencing of units;
 - when units are offered; and
 - the mode of delivery.

Collaborative course arrangements with third parties

- 1.7 Collaborative courses that lead to a Monash award are subject to equivalent standards and quality assurance processes as Monash's other courses.
- 1.8 Monash retains academic control of its courses offered through collaborative arrangements, exercised through selection and admission of students, granting of credit, and teaching and assessment of units.
- 1.9 Monash must nominate a Monash staff member as the course director for collaborative courses.
- 1.10 Where Monash offers a coursework course as part of a dual award (double degree) course in a collaborative arrangement with another institution, the course must be designed so that at least half of the required credit points of the course are Monash units.

2. Course design requirements

- 2.1 Course design must consider the range of expertise, resources and learning experiences available in Monash's global network of campuses/locations.
- 2.2 Course learning outcomes encompass specific and generic knowledge and skills, and their application, in relation to:
- the discipline of study;
 - employment, further study and, where relevant, registration for professional practice; and
 - independent and critical thinking suitable for lifelong learning.
- 2.2.1 Exit-only awards must have documented course learning outcomes and course requirements, which are mapped as set out in section 2.3.
- 2.2.2 For nested courses and exit-only awards, the course learning outcomes must be consistent across the related courses.
- 2.3 Course learning outcomes must:
- be mapped against the Monash graduate attributes and the criteria of the relevant level of the Australian Qualifications Framework (AQF) and, where relevant, the national qualifications frameworks of other countries where the course is offered; and
 - be comparable to outcomes in similar courses offered by appropriate Australian and international institutions.
- 2.4 A course's course-level learning outcomes, credit point value and admission requirements must be the same for all students in the course regardless of their major, specialisation, location or mode. Majors and specialisations may have additional learning outcomes.
- 2.5 A course that offers specialisations may offer different awards corresponding to the specialisation completed (see 2.13.2 and 2.19.2 below), except for courses offered in Malaysia, where a course can only offer one award with the same title as the course.
- 2.6 A course can only have prerequisite Year 12 subjects for admission where they provide knowledge necessary to successfully undertake the course. Course prerequisites are recorded in the curriculum management system.
- 2.7 In addition to units and research components (thesis or other work), a course may have compulsory requirements that must be published in the Handbook. Compulsory requirements can be used in the following circumstances:
- a requirement for achieving the course learning outcomes that cannot be achieved in the units of the course (e.g. practical work component);
 - a prerequisite for enrolment in a unit or practical work or research component (e.g. security check, inherent requirements, inductions);
 - a requirement for progressing to the next stage of the course or for course completion (e.g. minimum weighted average mark);
 - a requirement for the external professional accreditation of the course (e.g. provisional registration with a professional association).
- 2.8 The maximum course duration is twice the full-time study course duration plus two years, except as follows.
- 2.8.1 The maximum duration of a one-year honours course is two years.

- 2.8.2 A faculty may determine a shorter maximum course duration. If it is less than twice the full-time study course duration, the faculty must submit an educational case to the University Education Committee for approval.
- 2.8.3 The maximum duration for graduate research courses is set out in Part 5 of the [Monash University \(Academic Board\) Regulations](#).

Undergraduate certificates

- 2.9 **Undergraduate certificate** courses provide knowledge and skills to equip for further study and prepare for professional practice.
- 2.9.1 The course consists of 24 credit points of units from levels 1, 2 and 3, and must meet the AQF criteria for undergraduate certificates (or international equivalent where applicable).
- 2.9.2 The course is designed to provide credit for 24 credit points in nominated undergraduate courses.

Diplomas

- 2.10 **Pathway diploma** courses provide a pathway to nominated bachelor's courses and;
- 2.10.1 require completion of at least 48 credit points, typically at unit level 1, and must meet AQF level 5 criteria (and international equivalent were applicable); and
- 2.10.2 must specify the conditions for progression to the nominated bachelor's courses. Typically, students must complete the course within the standard duration to progress to the bachelor's course.
- 2.11 **Complementary study diploma** courses provide complementary study to students enrolled in a bachelor's or bachelor's honours course and:
- 2.11.1 require completion of at least 48 credit points of focused study at unit levels 1, 2 and 3 in addition to the required total credit points of the complementary bachelor's or bachelor's honours course; and
- 2.11.2 must demonstrate progression and/or concentration of learning and exceed AQF level 5 criteria (and international equivalent where applicable).

Bachelor's degrees

- 2.12 **Comprehensive bachelor's degree** courses provide depth and breadth with flexibility for students to design their own study program within the course parameters.
- 2.12.1 The course typically consists of 144 credit points and must meet AQF level 7 criteria (and international equivalent where applicable).
- 2.12.2 The course comprises three parts of 48 credit points each:
- Part 1: course-specified study that all students must complete, which may include core units, specified electives or course sequences;
 - Part 2: course-listed major; and
 - Part 3: free elective study, which students may use to complete an extended major, a second major, a minor or electives, taken from across Monash subject to prerequisites and enrolment restrictions.
- 2.12.3 To fulfil the course requirements students must complete:
- no more than 60 credit points at unit level 1; and
 - at least 24 credit points at unit level 3 and the course design must enable students to meet this requirement from parts 1 and 2. Students may be allowed to count units from part 3 towards this requirement provided those units are from the degree faculty.
- 2.12.4 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 unit level 3. 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 unit level 3.
- 2.12.5 A minor comprises 24 credit points in an area of study, with no more than 12 credit points at unit level 1 and some progression of learning through units from at least two unit levels. A minor with no corresponding major in the area of study is a stand-alone minor. A stand-alone minor may be accredited as an independent academic item without being attached to a course.
- 2.12.6 The title of a major, minor or extended major must be unique, except where it is a subset of the corresponding major or extended major, and must be used consistently irrespective of the course in which it is taken. A major, minor or extended major that has different unit requirements to another major, minor or extended major must not use the same title.
- 2.12.7 No more than 12 credit points can be credited towards two majors, or a major and a minor, within a course (including a double degree course). The same credit points cannot be credited towards more than one minor. Exceptions can be approved by the dean (or delegate) of the managing faculty.

- 2.13 **Specialist bachelor's degree** courses progressively develop knowledge, concepts and skills, and integrate practice in a specialist field or profession.
- 2.13.1 The course requires a volume of learning of at least 144 credit points to less than 192 credit points and must meet AQF level 7 criteria (and international equivalent where applicable). (For courses of 192 credit points or more, refer to section 2.16.)
- 2.13.2 The course may offer multiple specialisations. Each specialisation may lead to a unique specialist award. A specialisation integrates practice requirements that could include:
- professional placement or internship;
 - research project;
 - acquittal of accreditation requirements;
 - performance/external examination;
 - capstone experience.
- 2.13.3 Specialisations comprise at least 72 credit points and must differ from any other specialisation by at least 36 credit points in required units.
- 2.13.4 To fulfil the course requirements students must complete:
- no more than 60 credit points at unit level 1; and
 - at least 24 credit points at unit level 3 or higher from units that are not free electives.
- 2.13.5 Majors are not offered within specialist courses. Students may use available electives to study majors or minors from across the University.
- 2.13.6 No more than 12 credit points can be credited towards both a specialisation and a major or minor within a course (including a double degree course). The same credit points cannot be credited towards more than one minor. Exceptions can be approved by the dean (or delegate) of the managing faculty.

Bachelor's honours degrees

- 2.14 **One-year bachelor's honours degree** courses follow a three-year undergraduate degree and develop the knowledge and skills to plan and execute a research project of at least 12 credit points with some independence. The research project must be assessed for an individual student.
- 2.14.1 A one-year honours course comprises at least 48 credit points and must meet AQF level 8 criteria (and international equivalent where applicable).
- 2.14.2 The course may include a maximum of 12 credit points at unit level 3, with the remaining units at higher levels.
- 2.15 **Specialist bachelor's honours degree** courses develop advanced knowledge and skills for professional or highly skilled work and/or further learning and research, and the skills to plan and execute project work and/or a piece of research or scholarship with some independence.
- 2.15.1 The design requirements for specialist bachelor's courses in 2.13 apply to specialist bachelor's honours courses.
- 2.15.2 The course requires a volume of learning of at least 192 credit points and must include:
- at least 48 credit points that demonstrate achievement of AQF level 8 outcomes (and international equivalent where applicable); and
 - at least 24 credit points at each of unit levels 3 and 4 from units required for the course and/or specialisation.
- 2.15.3 If the course provides preparation for entry to a graduate research degree, it must include a research component of at least 12 credit points at unit level 4 or higher that is assessed for an individual student.
- 2.16 **Bachelor's advanced honours degree** courses:
- develop advanced knowledge and skills for professional or highly skilled work and/or further learning and research, and the skills to plan and execute project work and/or a piece of research or scholarship with some independence; and
 - are AQF level 8 companion courses available on admission to a strategic set of AQF level 7 bachelor's degree courses for high-achieving students with an ATAR of at least 90 and typically at least 5 ATAR points higher than the AQF level 7 course ATAR.
- 2.16.1 The design requirements for the relevant bachelor's course in 2.12 (comprehensive) or 2.13 (specialist) apply to bachelor's advanced honours courses, except that the three-part structure of the comprehensive bachelor's course may be varied by adding a fourth part or reducing the free electives to achieve additional course outcomes.
- 2.16.2 The course requires a volume of learning of at least 192 credit points and must include:
- at least 48 credit points that demonstrate achievement of AQF level 8 outcomes;
 - at least 36 credit points at unit level 4 or higher; and

- at least 24 credit points at each of unit levels 3 and 4 or higher from units required for the course and/or major/specialisation.
- 2.16.3 If the course provides preparation for entry to a graduate research degree, it must include a research component of at least 12 credit points at unit level 4 or higher that is assessed for an individual student.

Graduate certificates and graduate diplomas

- 2.17 **Graduate certificate** and **graduate diploma** courses provide focused development of knowledge and skills to advance in an area of expertise or build a foundation in a new discipline.
- 2.17.1 Graduate certificates and graduate diplomas must meet AQF level 8 criteria (and international equivalent where applicable).
- 2.17.2 Graduate certificates comprise at least 24 credit points of which at least 18 credit points are at unit level 4 or higher.
- 2.17.3 Graduate diplomas comprise at least 48 credit points of which at least 36 credit points are at unit level 4 or higher.
- 2.17.4 Graduate certificates and graduate diplomas can be nested with a cognate master's degree course or can be stand-alone courses, whether or not there is a cognate master's degree course.
- 2.17.5 If the course provides preparation for entry to a graduate research degree, it must include a research component of at least 12 credit points at unit level 4 or higher that is assessed for an individual student.

Postgraduate certificates and postgraduate diplomas

- 2.18 **Postgraduate certificates** and **postgraduate diplomas** will only be accredited for offering in countries where these awards comply with that country's regulatory requirements.
- 2.18.1 The learning outcomes of a postgraduate certificate or postgraduate diploma must be comparable with at least AQF level 8 criteria (and international equivalent where applicable).
- 2.18.2 The design requirements for graduate certificates and graduate diplomas in section 2.17 apply to postgraduate certificates and postgraduate diplomas respectively.

Master's degrees

- 2.19 **Coursework master's degree** courses provide focused and purposeful study leading to depth of expertise to either:
- practise in a regulated profession (professional-entry master's); or
 - advance scholarly knowledge or extend professional expertise (expert master's).
- 2.19.1 The course leads to an AQF level 9 award (and international equivalent where applicable) of either:
- a master's degree (coursework) with a volume of learning of 48, 72 or 96 credit points, depending on a student's prior learning (see section 2.19.4 below); or
 - a master's degree (extended) with a volume of learning of 144 to 192 credit points.
- 2.19.2 The course may offer multiple specialisations. Each specialisation may lead to a unique specialist award.
- 2.19.3 The course comprises three volumes:
- 2.19.3.1 Volume 1: Advanced preparatory study, which:
- comprises 24 to 48 credit points with a maximum of one-quarter of the credit points for the course at unit levels 2 and 3 and the remaining at higher levels;
 - develops relevant cognate knowledge at advanced undergraduate or graduate level and is required for students from a non-cognate field;
 - is not required in the course design if the admission requirement is a bachelor's degree in a cognate field.
- 2.19.3.2 Volume 2: Master's core study, which:
- comprises at least 48 credit points at unit level 5;
 - may comprise specified and/or elective units.
- 2.19.3.3 Volume 3: Application study, which
- comprises up to 24 credit points at unit level 4 or higher;
 - may include a research project; internship, industry experience or placement; performance or production; professional practice; scholarly or professional inquiry; or elective or specialist master's units
 - may be integrated with volume 2;
 - may occur in zero credit point units, for example for professional placements.
- 2.19.4 The course may offer up to three entry points based on block credit available for volumes 1 and 3 under the following conditions:

- a cognate bachelor's degree replaces the requirement for volume 1;
- a cognate bachelor's honours degree replaces the requirement for volumes 1 and 3;
- a non-cognate bachelor's 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.

2.19.5 If the course provides preparation for entry to a graduate research degree, it must include a research component of at least 12 credit points at unit level 4 or higher that is assessed for an individual student.

2.20 **Research master's degree** courses provide focused and purposeful study leading to depth of expertise to undertake a substantial piece of research.

2.20.1 The course leads to an AQF level 9 award of a master's degree (research) (and international equivalent where applicable).

2.20.2 The duration of a graduate research master's course is no less than 12 months and no more 24 months of full-time enrolment (or part-time equivalent), including any periods of prior candidature.

2.20.3 A graduate research master's course must comprise at least two-thirds research and lead to a thesis or other research output examined in accordance with [Monash Regulations, policies and processes](#).

Doctoral degrees

2.21 **Doctoral degree** courses provide a supervised program of research leading to a significant and original contribution to knowledge, demonstrating the capacity to carry out independent research.

2.21.1 The course leads to an AQF level 10 award of a doctoral degree (and international equivalent where applicable).

2.21.2 The duration of a doctoral degree course is no less than 36 months and no more than 48 months of full-time enrolment (or part-time equivalent), including any periods of prior candidature, unless otherwise approved under Monash University (Academic Board) Regulations.

2.21.3 The course requires an advanced professional training component in one of three modes:

- professional development (minimum of 120 hours of graduate research professional development activities);
- coursework (minimum of two level 6 units); or
- graduate research industry partnership (minimum of 120 hours of graduate research professional development).

2.21.4 A doctoral degree course must comprise at least two-thirds research and lead to a thesis or other research output examined in accordance with [Monash Regulations, policies and processes](#).

Double degree courses

2.22 A **double degree** course is one course that leads to two separate degrees and satisfies the course requirements for each of the degrees.

2.22.1 A single course cannot pair with itself to form a double degree course and must have available 48 credit points that can be cross-credited to the partner course. In a master's degree, cross credit may replace volume 1.

2.22.2 Cross credit in a double degree course must be reasonable and justified and is granted for units or blocks of units that are:

- free electives for either of the single degree courses (i.e. not from a specified field); and/or
- assessed as being equivalent in volume, depth and breadth of content to specified units in the partner course.

2.22.3 A degree offered in a double degree course is not required to have a single course offering. Where there is no single course, the cross-credited component of that partner course equates to 48 credit points but does not need to be a specified set of units.

2.22.4 Students admitted to a double degree course leading to a bachelor's or bachelor's honours degree and a master's degree are guaranteed entry to the master's course under specified conditions, which must include the completion of the undergraduate course.

2.22.5 Double degree courses offered in collaboration with other institutions must comply with these design requirements.

2.22.6 The double degrees available and their minimum and maximum credit point values are:

Table 1: Double degree requirements

Type of double degree	Course combination	Minimum credit points	Maximum credit points
Undergraduate horizontal	Two bachelor's degrees	At least 48 credit points longer than the longer of the two single courses.	At least 96 credit points shorter than the sum of the two single courses.
	Bachelor's degree and bachelor's honours (four-year) degree		
	Two bachelor's honours (four-year) degrees		
Vertical	Bachelor's degree (non-cognate) and master's degree	At least 48 credit points longer than the undergraduate course.	At least 24 credit points shorter than the sum of the two single courses.
	Bachelor's degree (cognate) and master's degree		
	Bachelor's honours (four-year) degree (non-cognate) and master's degree		
	Bachelor's honours (four-year) degree (cognate) and master's degree	At least 24 credit points longer than the undergraduate course.	At least 24 credit points shorter than the sum of the two single courses.
Graduate horizontal	Two master's degrees	At least 24 credit points longer than the longer of the two single courses.	At least 24 credit points shorter than the sum of the two single courses.

Nested graduate courses

2.23 A **nested graduate course** comprises a coursework master's degree course within which is nested a graduate certificate and/or graduate diploma course, enabling multiple entry and exit points.

2.23.1 The design requirements for graduate certificates and graduate diplomas (section 2.17) and coursework master's degree courses (section 2.19) apply to nested graduate courses. In addition, a master's course in a nested graduate course must comprise:

- a volume of learning of at least 72 credit points; and
- at least 48 credit points in volume 2 (master's core study) and the remainder in volumes 1 (advanced preparatory study) or 3 (application study) or a combination of 1 and 3.

2.23.2 Unless there are progression requirements (see 2.23.3), the entry requirements for all levels in the nested course must be the same.

2.23.3 A nested graduate course may have progression requirements.

- A minimum standard of performance (weighted average mark) may be required to progress from a lower level to a higher level in the nested course.
- If a progression requirement exists, applicants admitted directly to the higher level course must have met the same minimum standard of performance on entry.
- Applicants who do not meet the entry requirements of the higher level course can be admitted to a lower level course and must demonstrate success in the cognate discipline at the lower level by achieving a minimum weighted average mark of 60 per cent to progress to the higher level in the nested course.

Non-award enabling programs

2.24 **Non-award enabling programs** prepare students for admission to an award course.

2.24.1 A non-award enabling program must include components that enable students to demonstrate that they meet:

- both the academic and English language proficiency components of Monash's minimum entry requirements; and
- any course-specific admission requirements applicable to the destination course.

2.24.2 The program must specify the conditions for progression to an award course.

3. Course and award codes, titles and abbreviations

- 3.1 Course codes will use consistent rules to indicate the managing faculty or area of study and the type of award.
- 3.2 Course titles will convey the type of award and content of courses. Course abbreviations are used for administrative purposes.
- 3.3 Award titles provide the basis for recognising graduates' study achievements. Award abbreviations are used by graduates as post-nominals to indicate awards they have been granted.
- 3.4 The titles and abbreviations that are recorded in the curriculum management system must be used in:
- the student management system;
 - all forms of course information provided to students; and
 - academic statements.
- 3.5 The course/award title:
- states the type of award and area of study, separated by 'of', except where local regulations require the use of another word;
 - uses title case, i.e. the first letter of each word is capitalised, except for 'and', 'in', 'of', 'with' or other prepositions;
 - can have a maximum of 100 characters (course) or 150 characters (award); and
 - for research doctoral degrees uses 'Philosophy' as the area of study.
- 3.6 Tagged undergraduate awards will only be approved when accreditation or local regulatory requirements make it essential. Tagged awards may be used within the same master's course to indicate variations on the same specialisation.
- 3.7 The course title may include distinguishing course features, such as partner institution, in brackets, e.g. *Master of Journalism (Double Master's with University of Warwick)* or *Doctor of Philosophy (IITB-Monash)*.
- 3.8 Where a course has specialisations leading to different awards, the specialisation is stated in the award title, not the course title, e.g. the course *Bachelor of Engineering (Honours)* leads to multiple awards including the *Bachelor of Mechanical Engineering (Honours)*.
- 3.9 Course abbreviations are limited to 20 characters. Course and award abbreviations:
- will clearly, correctly and unambiguously indicate the award type and area of study;
 - may follow the accepted discipline or industry standard;
 - will not contain spaces, full-stops, non-capitalised words from the title, and non-letter characters such as '&', '-';
 - must use brackets in the same way as the title; and
 - must use the same area of study abbreviation for every course/award in that area of study.
- 3.10 Course/award titles and abbreviations are as follows (where 'X' or 'Xx' is the field of study):

Table 2: Course and award titles and abbreviations

Course/award type	Title	Abbreviation	Example
Undergraduate certificate	Undergraduate Certificate of X	UGCert	Undergraduate Certificate of Sports and Exercise Nutrition, UGCertSpExNutr
Diploma	Diploma of X	Dip	Diploma of Languages, DipLang
Bachelor's degree	Bachelor of X	B	Bachelor of Science, BSc
Bachelor's honours degree	Bachelor of X (Honours)	BXx(Hons)	Bachelor of Biomedical Science (Honours), BBiomedSc(Hons)
One-year honours degree	Bachelor of X (Honours)	BXx(Hons)	Bachelor of Arts (Honours), BA(Hons) The area of study (e.g. History) is recognised elsewhere on academic statements.
Advanced honours degree	Bachelor of X Advanced (Honours) Bachelor of X Advanced – [Descriptor] (Honours)	BXxDesc(Hons)	Bachelor of Science Advanced – Global Challenges (Honours), BScAdvGiblChal(Hons)
Graduate certificate	Graduate Certificate of X	GradCert	Graduate Certificate of Educational Research, GradCertEdRes

Graduate diploma	Graduate Diploma of X	GradDip	Graduate Diploma of Professional Psychology, GradDipProfPsych
Postgraduate certificate	Postgraduate Certificate in/of X (see section 3.5)	PostGradCert	Postgraduate Certificate of Arts, PostGradCertArts
Postgraduate diploma	Postgraduate Diploma in/of X (see section 3.5)	PostGradDip	Postgraduate Diploma in Science, PostGradDipSc
Master's degree (coursework)	Master of X	MXx	Master of Accounting, MAcc
Tagged master's degree	Master of X (Tag)	MXxTag	Master of Civil Engineering (Geomechanics), MCivEngGeomech
Master's degree (extended)	Master of X other than for areas of study listed as exceptions in the AQF	MXx or according to exceptions	Juris Doctor, JD Doctor of Medicine, MD
Master's degree (research)	Master of Philosophy Exemptions may be approved by Academic Board.	MPhil	
Doctoral degree (research)	Doctor of Philosophy	PhD	
Doctoral degree (professional)	Doctor of X	XxD or DXx	Doctor of Education, EdD
Double degree	Course titles joined by 'and' Horizontal – course of managing faculty listed first Vertical – lower level course listed first		Course: Bachelor of Commerce and Bachelor of Arts, BCom/BA Award: as for single degrees
Collaborative course	Course title includes collaboration descriptor in brackets indicating type of arrangement and name of partner		Course: Master of Journalism (Double Master's with University of Warwick) Course abbrev.: MJourn(DbleWarwick) Award: Master of Journalism Award abbrev.: MJourn

4. Exemptions from course design requirements

- 4.1 A faculty may seek an exemption from this procedure in the design of a course by providing a sound rationale in the course proposal (e.g. due to professional accreditation requirements) and demonstrating how the learning outcomes will be achieved at the appropriate standard.
- 4.2 Variations from table 2 for course and award titles will be considered on a case-by-case basis by the University Education Committee, taking into consideration:
- long-term recognition and value of the award title;
 - professional and industry standards;
 - whether the purpose of the course or award is highly specialised;
 - comparability with peer institutions; and
 - regulatory requirements at the location where the course is to be offered.
- 4.3 Case-by-case exemptions from the Courses and Units Policy and supporting procedures must be approved as follows:
- Academic Board approves exemptions from the Courses and Units Policy;
 - Academic Board approves exemptions from this Course Design Procedure where they relate to graduate research; and
 - the University Education Committee approves exemptions from this Course Design Procedure where they relate to coursework.

4.4 Approved exemptions will be recorded in the curriculum management system.

DEFINITIONS

Area of study	The subject area, approved by Academic Board, of a course or award title, major, extended major, minor and specialisation.
ATAR	The Australian Tertiary Admission Rank of a person as calculated by a tertiary admission centre or other authorised body.
Australian Qualifications Framework (AQF)	The Australian Government's policy for regulated qualifications in the Australian education and training system.
Award	A degree, diploma, certificate or other qualification awarded on successful completion of an accredited course.
Cognate	A qualification in the same or a related field of study.
Collaborative arrangement	An arrangement where the delivery of a course and responsibility for providing teaching, academic support, administration, support services or facilities are shared between Monash and another higher education institution.
Course requirements	The requirements, as published in the Handbook, that a student must satisfy in order to complete a course.
Coursework	A method of learning and teaching that leads to the acquisition of knowledge and skills, undertaken by enrolled students through scheduled activities, directed learning and independent study. In contrast, see 'graduate research'.
Credit points	The measure of student workload in coursework study.
Curriculum management system	CourseLoop, Monash's system that manages course and unit approval, accreditation, publication and review.
Degree faculty	The faculty responsible for the curriculum content and design of a course. Double degree courses may have two degree faculties, referred to in the Handbook as managing faculty and partner faculty for the course.
Exit-only award	An award that does not admit students into a course but is available as an alternative exit for another course.
Graduate research	Systematic experimental and theoretical study, undertaken by enrolled students, characterised by the acquisition of advanced skills, techniques and knowledge, and resulting in a major research output (such as a thesis). In contrast, see 'coursework'.
Graduate research program	Advanced training designed to both support students in their research and build and broaden their skills and professional attributes.
Horizontal double degree	A course leading to two awards at the same higher education level of study, i.e. two undergraduate or two postgraduate awards.
Major	Undergraduate study in a single discipline to the value of at least 48 credit points. Reference to 'major' includes extended major unless the context indicates otherwise.
Managing faculty	The faculty specified in the Handbook as being responsible for the administration of a course for the year for which the Handbook is published.
Maximum course duration	The duration for which the University undertakes to offer a course to enable students to complete it. The consequences for a student who has reached the maximum duration without completing the course are addressed in the Student Academic Progress Policy and supporting procedures.
Nested	A group of courses in the same area of study that provides progression from one level to another with the lower level course requirements embedded in the higher level course and credit granted in the higher level course for units successfully completed in the lower level course.
Non-award enabling program	A structured program of learning (not including micro-credentials or professional development education) that provides a pathway to a Monash award course but does not lead directly to a Monash award qualification.

Partner faculty	The faculty responsible for the curriculum content and design of a course that is not the managing faculty of the course.
Prior candidature	The total period of enrolment deducted from a student's maximum course duration where they are transferring from one graduate research degree to another, either from within or from outside Monash.
Research component	In a coursework course, a unit, group of units, parts of units or thesis, accounting for at least 25 per cent of one full-time equivalent year's work, that provides research preparation (such as research methods or a research project) and is assessed for an individual student.
Tag, tagged award	The part of an award title in brackets following the degree title that indicates the specific area of study.
Teaching faculty	The faculty responsible for teaching the unit or, where teaching is shared among faculties, the faculty with the greatest percentage of teaching responsibility.
Unit level	Indicates the level of study at which a unit is delivered and corresponds to the year level and/or award level for which it is primarily offered. See table 1 in the Unit Accreditation Procedure .
Vertical double degree	A course leading to two awards at different higher education levels of study, i.e. one undergraduate award and one postgraduate award.

GOVERNANCE

Parent policy	Courses and Units Policy	
Associated procedures	Course Accreditation Procedure Course Review Procedure Handbook Procedure Unit Accreditation Procedure	
Legislation mandating compliance	Education Services for Overseas Students Act 2000 – National Code of Practice for Providers of Education and Training to Overseas Students 2018 Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 (Com) – Higher Education Standards Framework (Threshold Standards) 2015 Australian Qualifications Framework Malaysian Qualifications Framework Monash University Statute Monash University (Academic Board) Regulations Monash University (Council) Regulations , part 4 Monash University (Vice-Chancellor) Regulations , parts 3 and 4 National Standards for Foundation Programs	
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