

Award Courses Policy

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1. Purpose

- a. Flinders University is registered by the Tertiary Education Quality and Standards Agency (TEQSA) as an Australian University with authority to self-accredit and deliver undergraduate and postgraduate courses of study that meet the Commonwealth Government's Higher Education Standards Framework across a range of broad fields of study.
- b. This policy provides the quality assurance framework for the cycle of course accreditation and reaccreditation. Together with the associated procedures it encompasses the design, development, approval, management, monitoring, review, and periodic reaccreditation of academic courses leading to the conferral of an award.
- c. It reflects the University's strategic education goals and the educational standards required under the Higher Education Standards Framework, compliance with which is regulated by TEQSA.

2. Scope

- a. Sections 3.2, 3.5 and 3.6, 3.8 and 3.9 cover both coursework awards and higher degree by research awards which are recognised under the Australian Qualifications Framework (AQF).

- b. All other aspects of the policy cover only undergraduate and postgraduate coursework awards. Higher degree by research awards are covered by the [Higher Degrees by Research Policy](#).
- c. Non-AQF courses which cater for professional development, educational development or personal interest are covered by the [Continuing Education Programs Policy](#).

3. Policy statement

3.1. Preamble

- a. Flinders courses will be innovative, supported by advanced learning technologies, and designed to create a learning experience that is flexible, richly interactive and highly personalised.
- b. Every course will embed research opportunities that nurture the creativity and critical thinking skills that determine success in an information-rich world, and programs will empower students to achieve to the very best of their abilities, irrespective of their background or individual circumstances.

3.2. Awards

Flinders University's courses of study ("courses") lead to awards which form part of the [Australian Qualifications Framework \(AQF\)](#). Courses comprise topics and research units. The unit values required for each award, and the standard duration of a course on a full-time equivalent basis, are as set out in Table 1.

Table 1

Award	AQF level	Standard unit value*	Comment	Standard full-time duration
i. Undergraduate				
Diploma	5	36		1 year
Associate Degree	6	72		2 years
Bachelor Degree	7	108-144*		3-4 years
Bachelor Honours Degree	8	36 or 144*, including research component of 18-27 units where the thesis must be at least 13.5 units.	Offered either as a separate degree after a Bachelor Degree is completed; or embedded in a Bachelor degree of 144 units	1 year 4 years if embedded
ii. Postgraduate coursework				
Graduate Certificate	8	18		½ a year
Graduate Diploma	8	36		1 year
Masters degree by coursework	9	36, 54 or 72**	If the degree is to qualify students for admission to a doctoral level Higher Degree by Research, it must include a research component of a minimum of 18 units	1-2 years
Masters degree by coursework (extended)	9	108 or 144**		3-4 years

iii. Higher Degree by Research

Masters degree by research	9			1-2 years
Doctor of Philosophy	10		Must have at least two-thirds of assessable components based on research performance	2-4 years
Professional doctorate	10			2-4 years
Higher doctorate	10		Award based on a substantial contribution to the advancement of letters, the arts, science or the law	—

* Exceptions to the standard unit value may be approved by the relevant approving authority (see section 4.1), including a modification for a second, or graduate-entry Bachelor degree.

- ** For Masters degrees by coursework the minimum number of units required will depend on the level and field of academic qualifications at admission:
- a 72-unit course for students who have completed a 108- or 144-unit Bachelor Degree (or equivalent) in a different field of study
 - a 54-unit course may be offered for students who have completed a 108- or 144-unit Bachelor degree (or equivalent) in the same field of study, or a Bachelor Honours degree, Graduate Certificate or Graduate Diploma (or equivalent) in the same field or in a different field of study
 - in some disciplines, and where it is academically justifiable, a 36 unit course may be offered for students who have completed a Bachelor Honours degree or a Graduate Diploma in the same field of study.

The number of units required for completion of a Masters degree (coursework) may be reduced where substantial professional experience is specified as an entry requirement in accordance with the *Guidelines for Recognition of Prior Work Experience*.

The approving authority determines on a case-by-case basis the extent to which a qualifying degree may be considered to be in the 'same' or a 'different' field of study taking into account the nature of the field and the knowledge, skills and/or graduate qualities on which the Masters will build.

Exceptions to the standard unit value may be approved by the relevant approving authority (see section 4.1).

3.3. Specialisations, Majors and Minors

Courses may include specialisations, majors and minors:

a. Specialisation:

- consists of at least 36 units at the undergraduate level, or at least 18 units at the postgraduate level
- represents a specific sub-area of a discipline that is recognised as a valuable discipline sequence of study in its own right
- may be available for applicants to apply to directly, or may be available for students to transfer into after gaining admission to the course that supports the specialisation, and
- will appear on a student's parchment and transcript and forms part of the name of an award.

b. Major:

- consists of 36 units
- represents a discipline sequence of study that will add value to or accommodate the individual interests and aspirations of students
- is relevant or complementary to the field of study aligned with a student's course
- can be selected and declared by a student who has gained admission to a course, provided a program of study allows for it, and
- will appear on a student's transcript but will not appear on a student's parchment and does not form part of the name of an award.

c. **Minor:**

- i. consists of 18 units
- ii. represents a discipline sequence of study that will add value to or accommodate the individual interests and aspirations of students
- iii. is relevant or complementary to the field of study aligned with a student's course
- iv. can be selected and declared by a student who has gained admission to a course, provided a program of study allows for it, and
- v. will appear on a student's transcript but will not appear on a student's parchment and does not form part of the name of an award.

3.4. Micro-credentials

- a. A micro-credential recognises and certifies a set of specific learning elements, knowledge, competencies and professional skills or a combination thereof.
- b. A micro-credential may be achieved in one or more ways, including but not limited to the following:
 - i. It may be drawn across one or more topics
 - ii. It may be drawn across one or more topics, combined with recognised prior learning or professional assessment.
- c. Micro-credentials within awards are to be approved in accordance with the [Award Course Approval Procedures](#). Where the micro-credential is offered outside of an award course refer to the Non-award Courses Policy (*under development*).

3.5. Awards Register

All awards conferred by the University are specified in the [Register of Degrees, Diplomas and Other Academic Awards](#), which forms part of the official national public record of all AQF qualifications, in accordance with the AQF Qualifications Register Policy.

[The Register includes academic awards which were offered by the former South Australian College of Advanced Education (Sturt campus) and its antecedent institutions, including the Bedford Park Teachers College.]

COURSES

3.6. Course Rules

- a. Course admission and progression requirements, and the requirements for conferment of the award to which the course leads, are specified in Course Rules for each course.
- b. Course Rules specify the learning outcomes for each course which graduates are expected to have achieved in accordance with the Higher Education Standards Framework.

3.7. Course combinations

Courses may be combined in the following ways:

- a. **Combined course:** provides for the concurrent enrolment of a student in two separate stand-alone courses, with a resultant reduction in the overall number of units required for completion of the courses. Applicants apply for entry to one of the component courses and are given the option of taking up a combined course, subject to their meeting the admission requirements for the second course. To meet the requirements of both awards in any form of course combination, students must undertake at least one third of the units in each award that are unique to that award. This approach adheres to the principles outlined in the [Credit Transfer Policy](#).
- b. **Double degree course:** provides for the concurrent enrolment of a student in two Bachelor degree courses, or two Masters degree courses, one or both of which are not available as stand-alone courses. Applicants must apply for entry to the double degree course. Students wishing to exit a double degree course to complete the stand-alone course must apply for a transfer.

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- c. **Double Bachelor/Postgraduate degree course:** provides for automatic progression from an undergraduate course to a postgraduate course subject to a designated level of achievement in the undergraduate course, or a component thereof. Applicants must apply for entry to the double degree course. Students may exit the double degree course with the undergraduate award if they have completed the topics specified in the award's Course Rule.
- d. **Nested course:** a sequential set of related courses, where the lower award counts in full towards the higher award, subject to any specified standard for progression to the higher award course.

Lower AQF level awards may only be nested into a higher AQF level award if it can be demonstrated that, on completion of the higher AQF level award, learning outcomes will have been achieved at the higher AQF level.

- e. **Exit award:** an award for a course within a nested course that may be awarded only if the student indicates an intention not to proceed with the award to which they were admitted. Students may be internally transferred to an exit award at the point of graduation, or may transfer to the award course before completion.

A student who has graduated with an exit award may be re-admitted to the initial course and proceed to complete the qualification, but must satisfy the award requirements as at the time of re-admission. Exit awards are not rescinded.

3.8. Course design and development

- a. All courses are designed to:
- support curriculum that is coherent and cohesive, and is linked vertically through the sequencing of learning from introductory to advanced, and horizontally through alignment with learning outcomes and graduate qualities at the course level.
 - comply with the requirements of the Higher Education Standards Framework and Australian Qualifications Framework
 - meet the University's strategic educational goals and be consistent with relevant College and University strategic priorities including its international strategy
 - complement the existing range of courses
 - have regard to identified demand and areas of stakeholder needs and requirements, and
 - be offered within an appropriate teaching and learning environment, and within approved resources.
- b. In circumstances where a course is changed or discontinued, the University will put in place appropriate arrangements to ensure opportunity for students who have commenced a course to complete the award, or a similar award, without being required to undertake any additional units beyond the standard unit value specified in the course rule that applied at the time of their commencement of the award.
- c. All higher degree by research courses are consistent with the requirements of the [Higher Degrees by Research Policy](#).
- d. All courses for delivery off-shore are developed in accordance with the [Development of Off-Shore Programs Policy](#).

3.8.1. Including lower award units in a higher award

a. Honours courses

Bachelor degree topics may only be used for Honours if an Honours version is established with content and assessment commensurate with AQF Level 8 learning outcomes. In exceptional circumstances for a specific Honours course, up to 9 units of topics with AQF Level 7 learning outcomes may be used provided that:

- there is a clear academic rationale for the inclusion of such topics

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- ii. the Level 8 learning outcomes can still be achieved in the Honours course as a whole
 - iii. assessment in all topics that comprise the Honours course is managed in accordance with the [Assessment Policy](#), and
 - iv. the Bachelor degree topics do not form part of the first year of an articulated Masters degree and are not recognised for credit in the first year of an articulated Masters degree.

b. Masters courses

- i. Only the following units from awards below Masters degree level may contribute topics to the units required for completion of the Masters degree by coursework:
 - the last 36 units of a 144-unit Bachelor degree with embedded Honours (or equivalent)
 - a 36-unit stand-alone Bachelor (Honours) degree
 - a Graduate Certificate
 - a Graduate Diplomaprovided that:
 - the contributing award and the Masters form part of an articulated sequence of awards in a given field or some or all of the topics are in the same general field as the Masters, and
 - it can be demonstrated that, on completion of the Masters degree, learning outcomes will have been achieved at AQF Level 9.

3.9. Course approval

- a. Proposals for new, changed and discontinued courses are submitted for approval by the authorities specified in section 4.1, in accordance with the process determined by the Deputy Vice-Chancellor (Students).
- b. New courses so approved are deemed to be accredited for seven years for the purpose of the Higher Education Standards Framework, except where specifically noted otherwise.
- c. Courses will be subject to reaccreditation not more than seven years from the date of approval in accordance with clause 3.11.
- d. Proposals that require teaching or resources from more than one College must be endorsed by all Colleges affected in accordance with the [Award Course Approval Procedures](#).
- e. Proposals for course changes must align their academic rationale with the improvement-focused evidence (see section 3.11) that has prompted the proposal.

3.9.1. Student engagement

- a. Students will be invited to provide feedback on proposals to change the name, structure, duration or learning outcomes of any course to which they are admitted.
- b. Students will receive advice about approved changes to the name, structure, duration or learning outcomes of any course to which they are admitted, and will receive clear information about any transition and/or teach-out arrangements.
- c. Where topic changes have no impact on the structure of a course, students admitted to the course will be directed to review the topic changes within their Program of Study at the time of Course Rule publication.

3.10. Course management

- a. Every course has an academic member of staff designated as the Course Coordinator.
- b. Oversight of educational quality, delivery and management of courses is carried out by:
 - i. a College Education Committee, or
 - ii. a joint course committee, for courses which include a significant number of units from more than one College with composition and terms of reference determined by the Deputy Vice-Chancellor (Students) or sub-delegate.
- c. Oversight of the equivalence of standards and student outcomes for a course or part of a course which is delivered in multiple locations or modes, or through arrangements with another party or parties, is

carried out in accordance with processes specified by the Deputy Vice-Chancellor (Students) for onshore courses, and the Vice-President and Pro Vice-Chancellor (International) for transnational education.

3.11. Course improvement and accreditation

- a. Under the oversight of the Education Quality Committee, courses are continuously monitored, improved and accredited in accordance with the [Award Course Improvement and Accreditation Procedures](#).
- b. Continuous monitoring of course quality is informed by internal and external evidence sources.

3.11.1. Course Quality Advisory Groups

- a. Course Quality Advisory Groups are an essential mechanism for the continuous monitoring of course quality and improvement.
- b. All courses must have a Course Quality Advisory Group to provide input into the quality of University courses. Where appropriate, a Course Quality Advisory Group may oversee more than one course in the same discipline area.
- c. Course Quality Advisory Groups will have a common composition and Terms of Reference in accordance with [Annex A of the Award Course Improvement and Accreditation Procedures](#).

3.11.2. Internal reaccreditation

- a. All courses will be reviewed at least once every seven years, by way of a submission from the relevant College, informed and supported by internal and external evidence sources.
- b. Where it is logical to do so, groups of courses in the same discipline area will be included in the one submission.
- c. The Deputy Vice-Chancellor (Students), on the advice of the Education Quality Committee, will determine whether a course is reaccredited or discontinued.
- d. Courses reaccredited are deemed to be reaccredited for seven years for the purposes of the Higher Education Standards Framework.
- e. If there are indicators of risk regarding the quality of a course as a result of continuous monitoring, Academic Senate may direct a College to prepare an internal reaccreditation submission at any time.

3.11.3. Professional accreditation or recognition:

- a. The University, through the relevant College, will seek professional accreditation and/or recognition for its courses in every instance where that professional accreditation and/or recognition supports the best interests of graduates.
- b. Where a submission is prepared for professional accreditation or recognition, the internal reaccreditation submission under 3.11.2 for the same course/s will be undertaken as soon as practicable following the finalisation of the professional accreditation or recognition process.

TOPICS

3.12. Topic design and development

- a. All topics
 - i. specify the educational aims and learning outcomes for the topic
 - ii. take into account the relationship with the course or courses in which they will be offered, and the educational aims and learning outcomes of that course or courses
 - iii. draw on best academic practice, and
 - iv. meet the standard student workload requirements set out in [Appendix B to the Assessment Policy](#).

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- b. For topics in a postgraduate degree which share content or activities with AQF Level 7 undergraduate topics: the topics are adapted to achieve learning outcomes appropriate to the higher AQF level, by inclusion of:
 - i. some separate learning activities
 - ii. some separate assessment tasks, and
 - iii. assessment at the requisite postgraduate level.
 - c. All topics indicate whether prerequisites, concurrent prerequisites, corequisites, anti-requisites, restricted topics (special approval required), or prior assumed knowledge are required.
 - i. Prerequisites, concurrent prerequisites and corequisites may be placed on topics for one or both of the following reasons:
 - to limit the availability of a topic to a specific cohort of students undertaking a designated course or program of study
 - to provide students with an appropriate knowledge and skill base for progression to more complex and advanced topics.
 - ii. Any other reason must be approved by the Deputy Vice-Chancellor (Students) on the advice of a Vice-President and Executive Dean and have a sound educational or academic basis.
 - iii. A grade higher than a Pass (P) or Non-Graded Pass (NGP) cannot be required as a condition of meeting a prerequisite or corequisite requirement.

3.13. Topic approval

Proposals for new, changed and discontinued topics are submitted for approval by the authority specified in section 4.2, in accordance with any process specified by the Deputy Vice-Chancellor (Students).

3.14. Topic management

- a. Every topic has an academic member of staff designated as the Topic Coordinator.
- b. Under certain circumstances, the person best qualified to be the Topic Coordinator for a particular, specialised topic may have academic status and may teach the topic under a third-party teaching arrangement. In these instances, the Course Coordinator or nominee will have ultimate responsibility for the quality and management of the topic.
- c. Oversight of educational quality, delivery and management of topics, including ensuring sufficient topics continue to be offered to enable a student enrolled in an award course to complete the requirements of that award, is carried out by the Dean (Education) or sub-delegate.

3.14.1. External benchmarking

External benchmarking of topics will be provided through participation in the Innovative Research Universities' [Academic Calibration](#) program (or an equivalent external peer review process), in accordance with the [Assessment Policy](#), the [Academic Calibration Procedures](#), and the [Award Course Improvement and Accreditation Procedures](#).

3.14.2. Teaching quality

Teaching quality will be monitored in accordance with Section 4 of the [Educational Quality Framework](#).

4. Authorities

4.1. Courses

Where multiple changes are proposed for a course, including changes to the topics within it, all changes must be submitted together as a package and will be aligned with the change that requires the highest level of approval.

Level	Scope of authority	Approving authority
Level 4	Approval of new courses, (including double and combined courses), new specialisations, majors or minors where the course, specialisation, major or minor is substantially in a field of study new to the University.	Academic Senate
Level 3a	1. Approval of: <ol style="list-style-type: none"> i. New courses*, including double and combined courses, except where they are substantially in a field of study new to the University ii. Combined courses where the constituent courses already exist iii. Internal reaccreditation of courses after review under section 3.11 of this policy iv. Suspension and discontinuation of courses v. Establishment and discontinuation of specialisations, majors, minors and micro-credentials. 	<p>Coursework courses: Deputy Vice-Chancellor (Students) or sub-delegate, on the advice of the Education Quality Committee of Academic Senate</p> <p>Higher Degrees by Research courses: Deputy Vice-Chancellor (Research) or sub-delegate, on the advice of the University Higher Degrees by Research Committee of Academic Senate</p>
Level 3b	2. Approval of changes to: <ol style="list-style-type: none"> i. The name of a course or a specialisation ii. The course learning outcomes iii. The program of study where that change alters the course learning outcomes iv. Admission requirements v. Progression rules where the changes further restrict student progress. vi. Any course or topic (including a proposal for a new topic) that requires the University to establish a new agreement with a third party. 	
Level 2	1. Approval of changes to: <ol style="list-style-type: none"> i. The program of study where the change does not alter the course learning outcomes ii. Mode of delivery* iii. Name of a major, minor or micro-credential, as the change will not affect the award name on the parchment iv. The learning outcomes of a specialisation, major or minor, or a change to the criteria of a micro-credential, where these changes do not alter the learning outcomes of the course. 2. Approval of changes to a course that are not specified at Level 3 or 4.	<p>Coursework courses: Vice-President and Executive Dean or sub-delegate</p> <p>Higher Degrees by Research courses: Dean of Graduate Research or sub-delegate</p>
Level 1	Approval and management of the text of a Course Rule, and amendments to the same, where these are consequential on other approved changes, or do not alter the content or the intention of matters that require approval as indicated above.	Associate Director, Educational Quality or sub-delegate

*The following two activities constitute the development of a new course, and must be approved at Level 3a:

- development of a new, fully online offering of an existing course
- a change to the duration of an existing course.

4.2. Topics

Level	Scope of authority	Approving authority
Level 2	Approval of the establishment of, amendment to, and discontinuation of topics.	Vice-President and Executive Dean of College or sub-delegate
Level 1	Approval and management of the text and/or system configuration relating to a topic, and amendments to the same, where these are consequential on other approved changes, or do not alter the content or the intention of other matters that require approval as indicated above.	Associate Director, Educational Quality or sub-delegate

4.3. Reporting on exercise of authorities

Reports on matters approved under delegation are forwarded by the approving authority to the Education Quality Committee, in the format and at the frequency specified by that committee.

5. Responsibilities

Associate Director, Educational Quality or nominee	Update the Register of Degrees, Diplomas and Other Academic Awards to include all new, changed or discontinued courses that have been approved in accordance with this policy.
Associate Director, Digital Student and Teaching Services	Publish new or amended Course Rules on the University's website.
Dean (Education) or nominee	Review the content of course and topic information to be made available to students through publications, on the University's website and through University computer systems.

6. Supporting procedures

Supporting procedures are part of this policy and provide additional detail to give practical effect to the policy principles.

[Academic Calibration Procedures](#)

[Administrative Procedures for Student Work-Integrated Learning](#)

[Award Course Approval Procedures](#)

[Award Course Improvement and Accreditation Procedures](#)

[Development of Off-shore Programs Policy](#)

[New Course Rule Guide](#)

7. Related links

[Course and topic development and approval process](#)

[Flinders Transnational Education program guide](#)

[Register of Degrees, Diplomas and other Academic Awards](#)

Approval Authority	Academic Senate
Responsible Officer	Deputy Vice-Chancellor (Students)
Approval Date	27 March 2019
Effective Date	27 March 2019
Review Date *	March 2022
HPRM File number	CF18/35

* Unless otherwise indicated, this policy will still apply beyond the review date.

Annex A: Graduate Qualities – Bachelor Degrees

Introduction

Flinders University aims to inspire its students to achieve at the highest possible level. Our degrees are recognised and highly regarded internationally. We provide a learning environment which is innovative, supportive and of high quality. We expect our students to develop an intellectual and cultural curiosity, both within academic and professional disciplines and across discipline boundaries. We expect them to develop the problem-solving work-ready skills required in our dynamic and changing world. We expect them to demonstrate cultural awareness, to develop a global perspective and to cultivate a respect and tolerance for others. We are proud that so many Flinders graduates identify with, and can be distinguished by, these distinctive academic, professional and cultural characteristics.

Within this context, each Bachelor degree aims to develop, along with more course-specific professional competencies, the core qualities listed here. These expected graduate qualities shape the more detailed educational aims and learning outcomes which are specified for each course and topic at Flinders.

Flinders University's Bachelor degrees aim to produce graduates:

Who are knowledgeable

We expect our students to develop an extensive and well-founded knowledge in their field of study. This includes the ability to acquire and understand, using current technologies and effective learning strategies, information and ideas that underpin this knowledge.

Who can apply their knowledge

We expect our students to develop the ability to use their knowledge to plan, to analyse, to think critically, logically and creatively, to reflect upon and evaluate ideas, options, and potential solutions to problems, and to make and implement decisions.

Who can communicate effectively

We expect our students to learn to convey clearly and fluently their knowledge, understanding, reasoning and decisions. We expect them to be able to do this in written and spoken form, as appropriate to the particular audience and setting. We also expect them to listen well and to respond constructively.

Who can work independently

We expect our students to take responsibility for, and become self-reliant in, their learning and their work. This includes organising their activities, prioritising their tasks and managing their time productively. It also includes recognising that the world is dynamic and changing, and therefore being prepared to take responsibility in the years ahead to review, update and adapt their knowledge and skills.

Who are collaborative

We expect our students to interact effectively and properly with others in a variety of settings. This includes, where appropriate, working cooperatively and productively within a group or team towards a common outcome. It also includes showing respect to others and to their ideas and perspectives, and learning to negotiate and resolve conflict or difficulties constructively.

Who value ethical behaviour

We expect our students to act with integrity in all matters. We also expect them to become aware of the ethical complexities and implications of various issues that can arise within their field of study, and to appreciate the need for themselves and others to act ethically and to learn how to arrive at ethical solutions to problems.

Who connect across boundaries

We expect our students to engage positively with people and ideas beyond the limits of their own geographical, disciplinary, social, cultural or other boundaries, and to span the boundary between the world of study and the world of work.

Annex B: Framework for Work-Integrated Learning in Undergraduate Courses

1. Introduction

This framework supports the University's aim of providing Work-Integrated Learning opportunities in its courses. All undergraduate courses onshore and offshore provide an opportunity for students to undertake a work-integrated learning experience to support successful transition to employment.

Work-Integrated learning is an intentional, organised, supervised and assessed educational activity that integrates theoretical learning with its applications in the workplace.

Work-Integrated Learning exposes students to the context and requirements of professional practice and provides students with the opportunity to:

- apply and refine their current knowledge and skills
- develop new skills in areas such as communication and teamwork
- develop an awareness of workplace culture and expectations
- develop a practical appreciation of their chosen profession
- develop practical skills to reflect upon in future studies
- develop competencies for clinical practice.

2. Principles of Work-Integrated Learning in courses

- a. Where course objectives provide for the acquisition of skills and knowledge through work experience, that work experience is provided through structured work-integrated learning which is intentional, organized, supervised, directed, integrated with teaching, undertaken interactively and reflectively, and assessed. Work-Integrated Learning topics are used for this purpose.
- b. All undergraduate courses and, where relevant, postgraduate coursework courses are designed to include an opportunity for students to undertake a work-integrated learning experience.
- c. Where applicable, work-integrated learning activities are tailored to the profession related to the course in which they are offered.
- d. Work-integrated learning activities are designed to integrate work-related practice with teaching, to provide for the monitoring, supervision and performance assessment of students on placement, and to enable students to reflect on their practice.
- e. Where the professional accreditation of a course requires that students complete a form of Work-Integrated Learning placement, such placements are provided, and satisfactory completion is a compulsory requirement for completion of the relevant course.
- f. The University will actively promote good working relationships with prospective and current host organisations for the mutual benefit of those organisations and the students concerned.
- g. Work-Integrated Learning placements are arranged directly with host organisations, or with an entity representing a group of host organisations, and are governed by written agreements.
- h. The University may make an agreement with external organisations to arrange placements on its behalf.
- i. Topics that include Work-Integrated Learning activities are developed in accordance with 3 below.

3. Design of Work-Integrated Learning Topics

3.1 Types of work-integrated learning

Work-integrated learning may take one or more of the following four forms:

a. Directed work experience in an industry or professional workplace

Topics provide for a supervised field placement, practicum, internship or similar activity, where the student is engaged in work and located in a workplace typical of the profession for which their course of study is preparing them. The intended outcome is that students have an experience in the kind of workplace they anticipate entering.

If such experience is required for professional accreditation on course completion, the Work-Integrated Learning topic design must take account of the accreditation requirements.

A Work-Integrated Learning placement can include any educational work experience established to integrate theoretical learning from a course of study with its practical application, and which involves a separate teaching element, support for students and assessment of their performance. The University's support must extend to organising student placements, interacting with them, monitoring their work and progress, and assessing their work throughout.

b. **Simulated workplace settings on campus**

If placement in a workplace is unavailable or impractical, a workplace that simulates professional work situations as realistically as possible is offered so that students can carry out work comparable with that carried out in a typical workplace.

c. **Generic work experience topics available as electives**

Topics are structured in a similar manner to those designed to offer directed work experience in industry or a professional workplace, but the topic aims and objectives are not specific to any discipline or profession.

d. **Assessment activities designed to simulate authentic workplace activities**

Topics provide for assessment activities that are designed to test students' ability to apply knowledge and skills. The intended outcome is that students have experience in applying acquired knowledge and skills to the solution of real-world problems.

These topics may be designed to include standard assessment exercises to be undertaken by all students or they may be designed to permit individual negotiation and approval of assessment exercises between students and topic coordinators, depending on the students' needs and interests, provided that the topic objectives are met.

3.2 Phases of Work-Integrated Learning Placements

Where work-integrated learning involves placement in a real or simulated workplace, the topic is designed to incorporate three phases of activity, to maximise the benefits achieved:

- *Preparatory phase*: activities undertaken before a student's commencement at the site of the work-integrated learning placement, when the objectives, intentions and approaches are set, the placement is negotiated and students are provided with required information concerning the placement
- *Placement phase*: activities undertaken by the student at the work-integrated learning placement site, when the approach is applied in practice, and the outcomes are observed and evaluated
- *Retrospective phase*: activities following the previous phase, especially reflective learning from the placement, ideally presented through some form of report or presentation.

[Note: The Centre for Innovation in Learning and Teaching is available to provide assistance and advice to staff in the development and operation of Work-Integrated Learning.]