

# 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, reaccreditation, and discontinuation. Together with the associated procedures, it encompasses the

design, development, approval, management, monitoring, review, periodic reaccreditation, pausing and discontinuation 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, 3.9 and 4.1 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. Enabling courses, including, but not limited to, foundation, bridging and English language (ELICOS) courses (which do not lead to an award recognised under the AQF) are covered by the [Enabling Courses Policy](#), except that proposals for new, changed or discontinued enabling courses are approved by the authorities specified in section 4 of this policy, with equivalent positions (as delegated by the Deputy Vice-Chancellor (Students)) exercising the authorities of the Vice-President and Executive Dean where an enabling course is delivered by an area or entity other than a College.
- d. Non-award (non-AQF) courses which cater for professional, educational or personal development, skills and knowledge are covered by the [Non-award Courses 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 Table

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
<b>i. Undergraduate</b>				
<b>Undergraduate Certificate</b>	5,6 or 7 <sup>#</sup>	18		½ a year
<b>Diploma</b>	5	36		1 year

Award	AQF level	Standard unit value*	Comment	Standard full-time duration
<b>Associate Degree</b>	6	72		2 years
<b>Bachelor Degree</b>	7	108-144*		3-4 years
<b>Bachelor Honours Degree</b>	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 course after a Bachelor degree is completed; or embedded in a Bachelor degree of 144 units	1 year 4 years if embedded

**ii. Postgraduate coursework**

<b>Graduate Certificate</b>	8	18		½ a year
<b>Graduate Diploma</b>	8	36		1 year
<b>Masters degree by coursework</b>	9	36, 54 or 72**	If the course 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
<b>Masters degree by coursework (extended)</b>	9	108 or 144**		3-4 years

**iii. Higher Degree by Research**

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

- # Undergraduate Certificate qualifications are not located at a particular level in the AQF; however, they cover AQF levels 5, 6, or 7.
- \* 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 approving authority determines on a case-by-case basis the extent to which a qualifying course 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. Course Offering

A course may be established with various offerings which refers to the specific instances in which the course is available to students. A course offering includes:

- a. the location(s) where the course will be delivered (e.g., Bedford Park or Flinders City Campus)
- b. the mode(s) of delivery the course can be delivered (e.g., In person or online).

### 3.4. Specialisations, Majors and Minors

Course structures will adhere to the standards specified in the [Award Course Structure Standards](#) and may include specialisations, majors and/or minors. Specialisations, majors and minors are course components that can appear within a course structure.

### 3.5. Microcredentials

- a. A microcredential recognises and certifies a set of specific learning elements, knowledge, competencies and professional skills or a combination thereof.
- b. A microcredential 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. Microcredentials within award courses or that are made up of award course content (i.e. a topic) are to be approved in accordance with the [Award Course Approval Procedures](#). Where the microcredential is offered outside of an award course refer to the [Non-award Courses Policy](#).

### 3.6. Awards Register

All award courses 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

### 3.7. Course Rules

- a. Course admission, mode of delivery, progression requirements, the program of study 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.

### 3.8. Course combinations

Courses may be combined in the following ways:

- a. **Combined course:** a program of study that leads to two awards, with a resultant reduction in the overall number of units required for completion of each award. There are two combined course structures and enrolment methods:
  - i. **Concurrent enrolment in two separate stand-alone 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.
  - ii. **Enrolment in one course:** Applicants apply for entry into one combined 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](#).

A single award within a combined course of any form may be awarded as soon as the requirements for the single course have been met. Students who are eligible to be awarded a single course may be internally transferred and exit with a single course or may proceed to complete the remaining requirements of the combined course and be awarded a second award.

Graduates receive a separate testamur for each course.

- 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.

Graduates receive one testamur for the double degree.

- 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 relevant Course Rule.

Graduates receive one testamur for the double degree course.

- d. **Nested course:** a sequential set of related courses that include articulation arrangements enabling the lower award/s to count in full towards the higher award/s, subject to any specified standard for progression to the higher award course/s.

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 available to enrolled students who indicate 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 based on re-admission into the initial course.

### 3.9. Course design and development

- a. All courses are designed to:
  - i. 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
  - ii. comply with the requirements of the Higher Education Standards Framework and Australian Qualifications Framework
  - iii. meet the University's strategic educational goals and be consistent with relevant College and University strategic priorities, including its international strategy
  - iv. complement the existing range of courses
  - v. have regard to identified demand and areas of stakeholder needs and requirements
  - vi. be offered within an appropriate teaching and learning environment, and within approved resources, and
  - vii. align with the mode of delivery definitions specified at Annex B
  - viii. align with the structures specified in the [Award Course Structure Standards](#).
- b. With the exception of Undergraduate Certificates, all undergraduate and, where relevant, postgraduate coursework courses must include an opportunity for students to undertake a work integrated learning (WIL) activity as a core or elective component of at least one topic in a course in accordance with the [Work Integrated Learning Policy](#). If the professional accreditation of a course requires students to complete specified WIL placement/s, all such placements must be provided, and satisfactory completion must be a compulsory requirement for successful completion of the course
- c. All higher degree by research courses are consistent with the requirements of the [Higher Degrees by Research Policy](#).
- d. All courses or parts of courses for delivery with a domestic or international third party are developed in accordance with the [Third-Party Academic Partnerships Policy](#) and [procedures](#).

#### 3.9.1. Including topics from a lower award 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:

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

- 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.

### **3.10. 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 [Award Course Approval Procedures](#).
- 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 section 3.11.
- d. Proposals that require teaching or resources from more than one College must be endorsed by all Colleges impacted.
- e. Proposals for course changes must align their academic rationale with the improvement-focused evidence (see section 3.11) that has prompted the proposal.

#### **3.10.1. 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. This consultation is to be evidenced in relevant course change proposals.
- 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 in accordance with the [Teach-out and Student Transition Procedures](#).
- 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.

### **3.11. 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:
  - a College Education Committee
- 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 Pro Vice-Chancellor (Academic Quality and Enhancement) for onshore courses, and the Deputy Vice-Chancellor (Students) for transnational education.

### **3.12. Course improvement and accreditation**

- a. Under the oversight of the Courses and Admissions 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.

#### **3.12.1. 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](#).

#### **3.12.2. 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 Courses and Admissions Committee will determine whether a course is reaccredited or discontinued.
- d. Courses that are reaccredited are deemed to be reaccredited for seven years for the purposes of the Higher Education Standards Framework.

If there are indicators of risk regarding the quality of a course identified through continuous monitoring, Academic Senate may direct a College to prepare an internal reaccreditation submission at any time.

#### **3.12.3. 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.



### **3.13. Pausing applications and admissions to a course, course offering or course component**

- a. The University may determine to temporarily pause applications and admissions into a course, course offering or course component for a variety of reasons, including key staff movements, to conduct course evaluation, changing strategic priorities or campus suitability.
- b. Proposals to pause a course, course offering or course component are to be submitted for approval by the relevant Vice-President and Executive Dean (or sub-delegate) on the advice of the College Education Committee.
- c. Pausing a course, course offering or course component may only be approved by the Vice-President and Executive Dean (or sub-delegate) where the effective date provides at least six months notice to students. Exceptions to this notice period may be approved by the Courses and Admissions Committee but must not be less than 30 days unless a case can be made that there are unforeseen or extenuating circumstances.
- d. Students with current applications or offers to the paused course, course offering or course component will be informed and offered an alternative, if available.
- e. Paused courses, course offerings and course components will remain subject to internal course accreditation requirements.
- f. Courses, course offerings and course components paused for more than two consecutive years will be discontinued in line with s.3.14 of this policy.

### **3.14. Discontinuing a course, course offering or course component**

- a. The University may determine to discontinue a course, course offering or course component for a variety of reasons, including but not limited to, declining student numbers, replacement of existing courses or changing market demands. When making a determination to discontinue a course or course component, the student experience will be considered and monitored.
- b. Proposals to discontinue a course, course offering or course component are submitted for approval by the authorities specified in s.4.1 in accordance with the [Award Course Approval Procedures](#) and will consider:
  - i. any obligations to regulatory authorities and/or professional bodies
  - ii. termination requirements of any formal partnership agreement
  - iii. the impact on applicants and existing students, both domestic and international
  - iv. feedback from students, student advocates and/ or student representatives
  - v. feedback from consultation with relevant internal stakeholders including College Operations teams, Student Administration Services and Curriculum Services.
- c. Discontinuation of a course, course offering or course component will only be approved where the effective date provides at least six months notice to students. Exceptions to this notice period may be approved but must not be less than 30 days unless there are unforeseen or extenuating circumstances.
- d. If discontinuation of the course or course component is approved, the course or course component will be placed into 'teach-out' status and student transition and teach-out arrangements will be managed in accordance with the [Teach-out and Student Transition Procedures](#). Teach-out status is where no new students can be admitted and absent without leave (AWOL) students cannot re-enrol into the course or course component.

- e. Courses or course components in 'teach-out' status will be monitored by the Courses and Admissions Committee at least every six months, including monitoring that teach-out arrangements are achieved within the defined timeframes.
- f. Courses and course components in 'teach-out' status will remain subject to internal course accreditation requirements.

### **3.15. Changing a course or course component**

In circumstances where a course is changed, the University will put in place arrangements to ensure students are not disadvantaged in accordance with the [Teach-out and Student Transition Procedures](#).

## **TOPICS**

### **3.16. 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 as core, and the educational aims and learning outcomes of that course or courses
  - iii. draw on best academic practice
  - iv. align with the mode of delivery definitions specified at Annex B, and
  - v. keep the number of assessment activities to a minimum, appropriate to the year and AQF level, and commensurate with the point value of the topic.
- b. For topics in a postgraduate course which share content or activities with topics in AQF Level 7 undergraduate courses, 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.

These topics are identified by a "GE" suffix in the topic title and must be the same unit value as the undergraduate version of the topic.

- 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 Pro Vice-Chancellor (Academic Quality and Enhancement) 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.

### 3.17. Topic approval

- a. Proposals for new, changed and discontinued topics are submitted for approval by the authority specified in section 4.2, in accordance with the [Award Course Approval Procedures](#).
- b. Changes to topics should be approved prior to enrolments opening to limit the impact to students. Requests for topic changes made within 4 weeks of teaching commencing must demonstrate how the impacts of the change on students have been considered.

### 3.18. 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 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 course, is carried out by the Dean (Education) or sub-delegate.

#### 3.18.1. 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](#), and the [Award Course Improvement and Accreditation Procedures](#). This activity supports compliance with the Higher Education Standards Framework, which requires higher education providers to regularly compare the success of their student cohorts with similar courses of study, including assessment methods and grading practices.

#### 3.18.2. Teaching quality

Teaching quality will be monitored in accordance with s.3.3 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 relevant proposals 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
<b>Level 4</b>	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
<b>Level 3a</b>	1. Approval of: <ol style="list-style-type: none"> <li>i. new courses, course offerings or course components, including double and combined courses, except where they are substantially in a field of study new to the University. The following activities also constitute a 'new course':</li> </ol>	<b>Coursework courses:</b> Courses and Admissions Committee of Academic Senate

Level	Scope of authority	Approving authority
	<ul style="list-style-type: none"> <li>development of an online offering for offshore international students</li> <li>a change to the duration of an existing course</li> <li>a change to the title of a course</li> <li>a substantial change to the learning outcomes of a course that impacts the courses equivalency to the existing version</li> </ul> <ul style="list-style-type: none"> <li>ii. combined courses where the constituent courses already exist</li> <li>iii. new courses that involve a third-party academic partnership proposed in accordance with the <a href="#">Third-Party Academic Partnerships Policy</a> and <a href="#">procedures</a></li> <li>iv. internal reaccreditation of courses after review under s.3.12 of this policy</li> <li>v. pausing of courses, course offerings or course components where the effective date provides less than six months notice to students in accordance with section 3.13 of this policy</li> <li>vi. discontinuation of courses, course offerings or course components under section 3.14 of this policy</li> <li>vii. establishment and discontinuation of microcredentials.</li> </ul>	<b>Higher Degrees by Research courses:</b> Deputy Vice-Chancellor (Research) or sub-delegate, on the advice of the University Higher Degrees by Research Committee of Academic Senate
<b>Level 3b</b>	2. Approval of changes to: <ul style="list-style-type: none"> <li>i. the name of a specialisation or major</li> <li>ii. the course learning outcomes that do not substantially impact the equivalency of existing course learning outcomes</li> <li>iii. the program of study where the change alters the course learning outcomes</li> <li>iv. admission requirements</li> <li>v. progression rules where the change further restrict student progress.</li> <li>vi. any course or topic (including a proposal for a new topic) that requires the University to establish a new agreement or vary an existing agreement with a third-party partner, as required by s.4.3 of the <a href="#">Third-Party Academic Partnerships Policy</a>.</li> </ul>	
<b>Level 2</b>	1. Approval of changes to: <ul style="list-style-type: none"> <li>i. the program of study where the change does not alter the course learning outcomes</li> <li>ii. name of a minor or microcredential,</li> <li>iii. the learning outcomes of a specialisation, major or minor, or a change to the criteria of a microcredential, where these changes do not alter the learning outcomes of the course.</li> </ul> 2. Approve the pausing of courses, course offerings or course components where the effective date provides at least six months notice to students in accordance with section 3.13 of this policy.	<b>Coursework courses:</b> Vice-President and Executive Dean or sub-delegate**  <b>Higher Degrees by Research courses:</b> Dean of Graduate Research or sub-delegate

Level	Scope of authority	Approving authority
	3. Approval of changes to a course that are not specified at Level 3 or 4.	
<b>Level 1</b>	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.	Pro Vice-Chancellor (Academic Quality and Enhancement) or sub-delegate

\*\*Where an enabling course is delivered by an area or entity other than a College, the position equivalent to the Vice-President and Executive Dean that may exercise this Level 2 authority will be as delegated by the Deputy Vice-Chancellor (Students).

## 4.2. Topics

Level	Scope of authority	Approving authority
<b>Level 2</b>	Approval of the establishment of, amendment to, and discontinuation of topics.	Vice-President and Executive Dean of College or sub-delegate**
<b>Level 1</b>	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.	Pro Vice-Chancellor (Academic Quality and Enhancement) or sub-delegate

\*\* Where an enabling course is delivered by an area or entity other than a College, the position equivalent to the Vice-President and Executive Dean that may exercise this Level 2 authority will be as delegated by the Deputy Vice-Chancellor (Students).

## 4.3. Reporting on exercise of authorities

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

## 5. Responsibilities

<b>Director, Quality, Curriculum and Integrity or nominee</b>	<ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Publish new or amended Course Rules on the University's website.</li> </ul>
<b>Dean (Education) or nominee</b>	<ul style="list-style-type: none"> <li>c. 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.</li> </ul>

## 6. Supporting procedures

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

[Award Course Approval Procedures](#)

[Award Course Improvement and Accreditation Procedures](#)

[Award Course Structure Standards](#)

[Teach-out and Student Transition Procedures](#)

[Third-Party Academic Partnerships Policy](#)

[Third-Party Academic Partnerships Procedures](#)

[Work Integrated Learning Policy](#)

## 7. Related links

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

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

<b>Approval Authority</b>	Academic Senate
<b>Responsible Officer</b>	Pro Vice-Chancellor (Academic Quality and Enhancement)
<b>Approval Date</b>	13 November 2024
<b>Effective Date</b>	1 January 2025
<b>Review Date*</b>	2027
<b>Last amended</b>	Pro Vice-Chancellor (Academic Quality and Enhancement), 11 June 2025
<b>CM file number</b>	CF18/35

\* Unless otherwise indicated, this policy or procedures still apply beyond the review date.

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## **Annex A: Graduate Qualities – Bachelor Degrees**

### **Introduction**

Flinders University aims to inspire its students to achieve at the highest possible level. Our courses 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: Mode of Delivery Definitions

### Topic

Mode	Definition
<b>Online</b>	All topic resources, interaction, assessment and activities are available online. No in person attendance is required.
<b>Online plus placement/intensive</b>	Most topic resources, interaction, assessment and activities are available online. Some in person attendance will be required (either on campus for an intensive, workshop or seminar, or in a work integrated learning, field trip or other context).
<b>In person</b>	Requires in person attendance (which may include activities such as work integrated learning activities, field trips etc.). Some topic resources, interaction, assessment and activities are available online and are of a supplementary nature.

### Course

Mode	Definition
<b>Online</b>	All requirements of the course can be completed online. There are no in person or on campus attendance components.
<b>Online plus placement/intensive</b>	Most requirements of the course can be completed online. Some in person attendance will be required either on campus (such as intensive, workshop or seminar), or in a work integrated learning context (such as clinical, field or industry placement).
<b>In person</b>	In-person attendance is necessary to complete the requirements of the course (which may include work integrated learning activities such as clinical, field or industry placement). Some resources, interaction, assessment and activities are available online and are of a supplementary nature.