

GLOSSARY OF TERMS

Assessment – The method of determining:

- (a) whether a student has passed; or
- (b) whether a student has otherwise satisfied the examiners; or
- (c) the grade (e.g. H1, P) or mark (e.g. 83, 59) to be awarded to a student.

The University's assessment policy is available at

<http://www.services.unimelb.edu.au/policy/assessment/index.html>

Breadth subjects and breadth requirement – The breadth policy is available at

<http://policy.unimelb.edu.au/UOM0379>

Breadth Tracks: A breadth “track” is a coherent group of subjects that progressively develops knowledge and skills relevant to some domain, theme, topic or issue. Breadth tracks may consist of subjects from a single discipline, subjects from different disciplines which each provide a different perspective on a common theme or issue, interdisciplinary subjects which each integrate different disciplinary perspectives on a common theme or issue, or a combination of these subjects. Students will be strongly encouraged to take at least one approved breadth track of 37.5 points or more. However, students will still be able to construct their own breadth component with the assistance of a Student Adviser if they choose. Breadth tracks are approved by the Academic Board and published in the Handbook.

Combined course – An approved program in which two degree courses are undertaken concurrently and where the requirements of the two degrees may be completed within less than the normal aggregate time for completion of both degrees, as a result of the granting of credit for specified subjects. Undergraduate combined degrees have been replaced in the Melbourne Model by sequential double degrees. Graduate combined degrees may still be approved by the Academic Board.

Compulsory subject – A subject required for completion of an award course

Concurrent diploma – A concurrent diploma is an undergraduate program typically of 100 points that is completed during the course of completing an undergraduate bachelor degree. The concurrent diploma cannot be awarded until the related undergraduate degree is completed. The concurrent diploma policy is available at <http://policy.unimelb.edu.au/UOM0401>

Concept proposal – All new programs and some major changes (refer to the definition ‘Major change to a course’) require a concept proposal. The concept proposal is a business plan developed by faculties/graduate schools and reviewed by the Provost with the advice of the Concept Proposal Advisory Committee before the development of the full course proposal. It aims to avoid the situation whereby a major course proposal comes forward and is rejected or has to be substantially revised on strategic or business planning grounds. The Provost considers whether the proposal is consistent with the strategic objectives of the University and the proposing faculty/graduate school, whether there is evidence that it is likely to be financially viable, and whether there are any potential overlaps with other courses or discipline areas in the University. Approval of the concept proposal is reported to Academic Programs Committee and so to the Board as a way of notifying the University community of proposed new courses. Once the concept proposal has been approved, development of the full proposal can proceed.

Continuing degree - Undergraduate degrees offered by the University that predate the introduction of the new generation undergraduate degrees under the Melbourne Model and are not currently being taught out. These include the undergraduate degrees offered by the VCA and the Bachelor of Agriculture.

Core subject – A subject required for completion of a particular major or specialisation

Co-requisite – A subject which must be undertaken in the same study period as another subject. See also ‘Pre-requisite’ below.

Course – A program of study leading to an award (degree, diploma or certificate) of the University.

Course reports – (Towards 2011 changes) Faculties or graduate schools will be required to submit regularly to Academic Programs Committee a report on each course, giving the course structure, and noting any significant developments within it. This will be required

- annually for undergraduate programs
- biennially for graduate programs.

These reports will be due on October 31 commencing in 2011 for undergraduate programs and 2012 for graduate programs.

Every four years, commencing in 2012, a more extensive review of each program will take place. Faculties and graduate schools will be required to submit the full course structure of each of their courses to the Academic Programs Committee including all subject descriptions, with subjects being examined for consistency with University guidelines. A schedule for reporting will be published on the CAMP web page.

Note that, for undergraduate bachelor degrees the Course Standing Committee will provide these reports on behalf of the custodial faculty for each degree.

Course Standing Committee (CSC) – There is a Course Standing Committee (CSC) for each new generation undergraduate degree. Any changes to those degrees must be approved by the relevant CSC prior to submission to the Academic Board's Academic Programs Committee.

Credit points – Method of indicating the relative magnitude of subjects which are available in a course. The standard University year is 100 points, and most subjects are 12.5 points or multiples thereof.

Custodial faculty – Each new generation undergraduate bachelor degree is managed by a designated custodial faculty.

Delegated Authority (Minor Change) – The Academic Board has delegated to faculties and graduate schools authority to make certain changes in a timely manner. (For late changes made under delegated authority, see late changes). These include:

- All changes to elective subjects;
- All changes to compulsory subjects that do not affect the points requirements or level of subjects to complete the program;
- Change of up to 25% of the subjects in any year of any program (stream/major/specialisation), provided that the configuration of compulsory and elective points remains the same;
- All changes to mode of delivery of subjects, except when it is proposed to change the mode of delivery of the whole course;
- All changes to non-core breadth subjects and changes to University breadth subjects that do not affect the contributions from different disciplines.
- Changes in delivery from normal semesters to intensive or summer semester;
- Changes in semester dates;

Changes made under delegated authority will be included in course reports

Please note: Certain subject changes (such as semester of offer, study format, dates, fees or weight) must meet DEEWR compliance requirements, and the University must seek DEEWR approval before the change can be implemented. These requirements are legislated through the Higher Education Support Act (2003), and primarily aim to protect students from disadvantage through untimely changes to subjects. Requested changes will be reviewed and where necessary may be adjusted in consultation with the faculty in order to comply.

Distance delivery – The offering of courses, programs or subjects in which there is no requirement that students will attend on campus. This can include packages of materials posted out to students or online delivery where students access the teaching materials interact with teaching staff via the web. In off-campus (including off-shore) delivery, the subject is taught face-to-face at a site away from one of the University's campuses.

Extended degree – A degree program designed to provide a path for identified groups of students who do not meet the usual entry requirements for a bachelor degree course. Extended degrees provide foundation and/or bridging studies for particular courses of between 50 to 100 additional credit points. After successful completion of the extended modified first part of the course, students move into the standard program, usually at the beginning of the second year, to complete the degree.

Faculties, graduate schools and schools – Faculties are academic units established under [Statute 5.1 – Academic Structures](#) and related regulations. For the purposes of this document, wherever faculties are referred to, this should be understood to include graduate schools, the Melbourne Business School and the School of Melbourne Custom and Consulting Programs.

Graduate Professional Entry degrees: Vocational graduate coursework degrees, endorsed by the Australian Commonwealth Government as pathways to professional practice that qualify students to enter a particular profession upon completion. Examples include the JD (Law) and the Master of Forest Ecosystem Science.

Graduate Professional Development degrees: Graduate coursework programs are available to graduates working in a particular profession, for the purposes of professional development. Graduate coursework programs are also available for students who have completed strong undergraduate majors in a particular field so they can pursue advanced coursework.

An example for graduates working in a particular profession is the Master of Education; an example for a graduate with strong undergraduate majors, who wishes to continue their studies, is the Master of Science.

Handbook – The Handbook is the consolidated statement of all course, subject and Academic Board approved breadth track offerings in the University, produced annually and published on-line at <http://handbook.unimelb.edu.au>. A date is specified each year at which the on-line Handbook is considered to be published ('goes live'). Published information cannot be varied without Academic Board approval, and any amendments to published information must be made under the Late Change process (see below).

Hurdle requirement – A condition which must be fulfilled for a student to be eligible for assessment in a particular subject or course. Hurdle requirements may be subject-specific or course-specific. Hurdle requirements must be approved at the time of approval of the course or subjects concerned.

Intensive mode – A subject taken in an uninterrupted block (or small number of blocks) of time (e.g. a 5 x 1 day block) frequently undertaken in a semester break.

Late change –

A change to a subject or course requiring amendment of information that has been:

- Reported by the University to the Department of Education, Employment and Workplace Relations (DEEWR). Depending on the timing and nature of these changes they may require approval from DEEWR and/or Ministerial approval before they can be implemented; and/or
- Published in the University Handbook for the current or forthcoming year.

Note that some late changes may be approved by the faculty under delegated authority while others can only be approved by the President of the Academic Board on recommendation from an APC shepherd. The distinction depends on the timing and nature of the change.

Late changes can be made up to two weeks before the semester in which they take effect.

Further information about late changes, including those requiring DEEWR approval, is available in the [Late Change Procedure](#) on the [CAMP website](#).

Level – Sequenced divisions of a course, normally equated with years and further defined by the number of points accrued (e.g. 100 level = first year = first 100 points in a degree).

Major – Theme or area of study undertaken in consecutive subjects over three year levels, usually with a specified minimum number of points at each level.

Major change to a course–

Please note: Certain subject changes (such as semester of offer, study format, dates, fees or weight) must meet DEEWR compliance requirements, and the University must seek DEEWR approval before the change can be implemented. These requirements are legislated through the Higher Education Support Act (2003), and primarily aim to protect students from disadvantage through untimely changes to subjects. Requested changes will be reviewed and where necessary may be adjusted in consultation with the faculty in order to comply.

A [major change form](#) must be submitted if a proposed change involves any of the following changes to a program, where 'program' is defined as a course, stream, major, or specialisation.

- Changing the name of a program;
- Changing the length of a program;
- Changing the entry requirements for a program;
- Introduction of a new stream, major or specialisation within a course;
- Changing the structural requirements for completion of a program in terms of the number of compulsory points to be taken at any year level or in terms of the progression requirements from year to year;
- Changing more 25% of the compulsory subjects in any year of any program (stream/major/specialisation)
- Changing the configuration of compulsory and elective points in any program (stream/major/specialisation)
- Changing the mode of delivery of the entire program;
- Changing the configuration of contributions from different disciplines to a University Breadth Subject.
- Introduction of a Work Experience in Industry (WEI) subject.
- Amendment to an award descriptor information for AHEGS

All other changes, including a change of up to 25% of compulsory subjects required in any year of the program may be done under delegated authority.

Major changes that have significant business and strategic planning implications, equivalent to the introduction of a new course (e.g. the introduction of a new undergraduate major, the introduction of a new stream into a generic Masters program) require the completion of the [concept proposal form](#).

Major change proposals are required to go through the concept proposal stage if they involve:

- Introduction of a new program (stream/major/specialisation) within a course;
- Cross-faculty/graduate school delivery;
- Potential overlap with other programs;
- Major resource implications (including load shifts, increased costs of delivery, different space and/or technology requirements);
- The introduction of a new double degree, combined degree or joint degree program..

Minor – Only available within the Bachelor of Arts degree, a minor is a 75 credit point sequence of study undertaken in a specific discipline.

Minor change – See delegated authority

New Generation Degree – Broad-based undergraduate degree introduced in 2008 under the Melbourne Model. New generation undergraduate degrees will gradually replace the pre-existing undergraduate degrees, most of which will be taught out from 2008.

Objectives – Statements of what students are expected to learn in a subject or course. Objectives should cover both specific and generic learning outcomes of the subject or course. They must be stated conditionally rather than absolutely (i.e. 'should' rather than 'will') and in terms of outcomes, for example 'on completion of the course, students should possess the following skills, knowledge and abilities...'

Prerequisite – Subject(s) which must be completed if a student wishes to be eligible to enter a particular course or enrol in a particular subject. Concurrent pre-requisites are subjects that can be taken either before or with the subject concerned. (See also co-requisite, above.)

Professional entry program – From 2008, the University introduced a range of new postgraduate professional degrees which qualify students for initial professional registration and employment and/or provide a pathway to further study, including higher research degrees, eg Master of Teaching.

Professional development program – From 2008, postgraduate programs, usually of a specialist nature, for students who are already qualified and/or working in a particular profession.

Program – The term is often used generally to cover a course or streams within a course, it also has the specific meaning of a recognised coherent cluster of subjects within a course for which there are particular structural requirements specified (e.g. compulsory core subjects, sequencing of subjects). The term is used to cover complementary subjects which may be counted within a major, streams and interdepartmental programs. The term 'program' will not be recognised by the new Student System, which will use the term 'course' instead.

Resolutions on Selection Details on the resolutions on selection into individual courses, approved by Academic Board are published on the Academic Board web page at <http://www.unimelb.edu.au/abp/rs.html>

Research degree – A graduate or postgraduate degree in which the research element constitutes 66% or more.

Requisite – A general term indicating something required before enrolment in a given subject or program can be approved. Examples including prerequisites and subject coordinator approval required to enrol.

Sequential double degree – A program in which a 300-point new-generation undergraduate degree is followed by a second new-generation undergraduate degree in which the student studies 200 points, the 100 points for which credit is given consisting largely of breadth studies.

Shared program – A course taught by two or more faculties or graduate schools within the University, or jointly by the University of Melbourne and other tertiary institutions, leading to the award of a degree from one or both of the participating institutions.

Shepherd – A designated APC member who provides advice and guidance on:

- the completion of the course approval or major change form, including curriculum design;
- procedures for a new course or change to an existing course, new subjects etc;
- recommendations to the President of Academic Board on late change requests.

An undergraduate and postgraduate shepherd is usually appointed for each Faculty. (The role of the shepherd is set out at http://www.unimelb.edu.au/abp/apc/pdf/guidelines_shepherds.pdf)

Specialisation – A specialisation is a sequence of study within a particular course that is intended to lead to particular academic or vocational outcomes.

Stream – A pathway to completion of a course, involving focussed study within a specific area, and intended to produce specific outcomes. The term 'stream' has been used to mean either
(a) a combination of subjects giving students a qualification in a particular area of a degree course, often designed to satisfy requirements of a professional institute, e.g. civil engineering stream in Bachelor of Engineering course, building stream in Bachelor of Planning and Design course; or
(b) a combination of subjects defining different ways in which a student can meet the requirements of a course.

Subject – Individually assessable component of a course, designated by a separate code, e.g. German 1A: Beginners' German; Introductory Climatology and Meteorology.

Teach out degrees – Undergraduate degrees no longer open to first year intake that predate the introduction of the new generation undergraduate degrees under the Melbourne Model.

University Breadth Subject (UBS): interdisciplinary subject taught collaboratively by different teaching departments and examining contemporary social issues from multiple perspectives and available as a breadth subject in all new generation bachelor degrees.