ANU Undergraduate Curriculum Framework

Report to Academic Board from the Curriculum Framework Working Group

September 2022
Deputy Vice Chancellor, Academic (co-chair)
Dean, Academic Quality (co-chair)

dvc.academic@anu.edu.au

The Australian National University
Canberra ACT 2600 Australia
www.anu.edu.au

CRICOS Provider No. 00120C
Contents

A Vision for Excellence in Learning and Teaching at ANU........................................5
Alignment with ANU Strategic Plan 2021-25...............................................................5
ANU Undergraduate Curriculum Framework............................................................5
ANU Undergraduate Degree Types.............................................................................6
  Flexible single degree.............................................................................................6
  Professional degree (externally accredited)............................................................6
  Flexible double degree (4 year)..............................................................................7
  Flexible double degree (5 year)..............................................................................7
Degree Components..................................................................................................7
  Discipline/area studies............................................................................................7
  Major.......................................................................................................................8
  Integrative studies....................................................................................................8
  Elective studies.........................................................................................................9
  Minor.......................................................................................................................9
ANU Graduate Attributes..........................................................................................9
Degree Parameters.....................................................................................................9
Scope..........................................................................................................................10
Governance and Timeframe......................................................................................10
Related Strategic Projects and Dependencies........................................................11
Related Documents....................................................................................................11
APPENDIX A: ANU Graduate Attributes.................................................................12
APPENDIX B: Degree Schematic Diagrams.............................................................13
APPENDIX C: Working Group Membership............................................................17
APPENDIX D: Consultation Schedule.....................................................................18

The Australian National University
A Vision for Excellence in Learning and Teaching at ANU

“Our graduates will have a positive influence on the future. They are passionate, creative and capable of solving critical problems not yet imagined. They create and apply knowledge to improve the lives of people, the nation and the world.”

Alignment with ANU Strategic Plan 2021-25

The ANU 2021 - 2025 Strategic Plan sets forth a vision for the future, delivering a student education and experience equal to the world’s best. The Strategic Plan states:

The education our students engage in will be intellectually stimulating and broad. It will include disciplinary depth and transdisciplinary breadth to provoke critical thinking and problem solving. It will join academic and experiential learning to encourage our students to employ their knowledge in local, national and global contexts. Our students will be digitally literate and the way we teach them will reflect contemporary ways of learning.

We will support the study of First Nations traditional knowledge and demonstrate its social value to all.

The Plan commits us to deliver academically rigorous, inspiring courses that are enriched by world-leading research and distinguished from other universities by their small classes, quality teaching and flexible, interactive delivery.

The ANU 2021 - 2025 Strategic Plan articulates bold ambitions and promises. To realise these ambitions, we require bold strategies. The ANU Curriculum Framework together with the broader Education Strategy will help us take the necessary steps to ensure we can deliver on the ambitions and promises.

ANU Undergraduate Curriculum Framework

ANU Academic Board is embarking on a process of creating an undergraduate curriculum that celebrates the vision set out in the ANU 2021-2025 Strategic Plan. Through this creative process, the ANU Graduate Attributes will be robustly embedded in the undergraduate curriculum to ensure an excellent education and an exciting point of difference for future students.

The ANU Graduate Attributes are:

- Insight into Aboriginal and Torres Strait Islander peoples’ knowledges and Indigenous peoples’ perspectives
- Capability to employ discipline-based knowledge in transdisciplinary problem-solving
- Expertise for critical thinking

A full description of the ANU Graduate Attributes can be found in Appendix A. The graduate attributes reflect the ANU motto, First, to Know the Nature of Things, and the essence of Australia’s national university.

The next sections describe ANU undergraduate degree types, degree components and degree parameters. Appendix B provides a suite of schematic diagrams to represent the ANU undergraduate degrees and how they can be combined into flexible double degrees.
ANU Undergraduate Degree Types

The different types of undergraduate degrees offered at ANU include: flexible single degrees, professional degrees and four- and five-year flexible double degrees. Each of these degree types is described below and Appendix B provides representations of their structure.

All ANU undergraduate degrees provide in-depth study in areas of interest to students as well as flexibility for students to explore interests and undertake a broad education. The ANU undergraduate degrees consist of two main components: discipline/area studies and ANU electives. The discipline/area studies component provides educational experiences for students to achieve the discipline/area studies learning outcomes including the ANU Graduate Attributes. The ANU elective component provides flexibility for students to undertake a second area of study, study abroad, internships or any ANU courses of their choice.

Flexible single degree

The flexible single degrees are three-year programs of study that provide a foundational education for students interested in a range of areas of study and careers. Some of these degrees, such as the Bachelor of Arts, Bachelor of Science and Bachelor of Commerce, have a comprehensive range of majors from which students can select. Other flexible single degrees, such as the Bachelor of Genetics, Bachelor of Statistics and Bachelor of Music, are more specialised. All flexible single degrees can be combined into a flexible double degree.

The flexible single degrees include:
- Total volume of learning: 144 units (24 courses, 3 years)
- Discipline/area studies (minimum 72 units/12 courses, maximum 96 units/16 courses) including:
  - Integrative studies (minimum 24 units/4 courses)
  - ANU Graduate Attributes visibly embedded
  - May include majors (48 units/8 courses)
- Elective studies (minimum 48 units/8 courses)

Professional degree (externally accredited)

ANU Professional degrees are externally accredited by a professional accreditation body to enable graduates to practice as a professional such as an engineer, lawyer or accountant. The volume of learning for professional degrees is the minimum required to meet accreditation requirements. Professional degrees can be combined into a flexible double degree with some exceptions. Professional degrees include:
- Total volume of learning: minimum to meet accreditation requirements (e.g. 144 units, 3 years; or 192 units, 4 years; or other volume of learning)
- Discipline/area studies minimum to meet accreditation requirements including:
  - Integrative studies (minimum 24 units/4 courses)
  - ANU Graduate Attributes visibly embedded
- Elective studies: remainder

The Professional Degrees at ANU in 2022 are: Bachelor of Laws (Honours); Bachelor of Engineering (Honours); Bachelor of Engineering (Honours) in Software Engineering; Bachelor of Engineering (Research & Development) (Honours); Bachelor of Advanced Computing (Research & Development) (Honours); Bachelor of Advanced Computing; Bachelor of Actuarial Studies; Bachelor of Accounting; Bachelor of Finance; and Bachelor of Information Technology; Bachelor of Science (Psychology) and Bachelor of Psychology (Honours).
Flexible double degree (4 year)

Students may select a combination of flexible single degrees or professional degrees to undertake a flexible double degree of either four- or five-years duration. The basic structure of each of the flexible double degree combinations is outlined here and represented diagrammatically in Appendix B.

The four-year flexible double degrees include:
- Total: 192 units (32 courses, 4 years)
- Flexible single degree + flexible single degree: discipline/area studies A (96 units/16 courses) + discipline/area studies B (96 units/16 courses with integrative studies OR 72 units/12 courses without integrative studies) + elective studies (24 units, 4 courses)
- Flexible single degree + professional degree: discipline/area studies A (96 units/16 courses) + discipline/area studies B (96 units/16 courses with integrative studies OR 72 units/12 courses without integrative studies) + elective studies (24 units, 4 courses)

The descriptions of the flexible double degrees are indicative and will depend on the volume of learning of the combined degrees and accreditation requirements of the professional degrees. It is likely that with some combinations, integrative studies must be combined with the discipline/area studies and may restrict course choice.

A small working group has been established to map the courses for all flexible double degree combinations where there are volume of learning issues to ensure accreditation requirements, discipline/area studies learning outcomes and ANU Graduate Attributes are achieved.

Flexible double degree (5 year)

The five-year flexible double degrees include:
- Total 240 units (40 courses, 5 years)
- Professional + flexible single degree: discipline/area studies A (max 144 units, 24 courses) + discipline/area studies B (96 units/16 courses including integrative studies) + elective studies (min 0 units, 0 courses)
- Professional degree + professional degree: discipline/area studies A (max 144 units, 24 courses including integrative studies) + discipline/area studies B (120 units/20 courses including integrative studies) + elective studies (min 0 units, 0 courses).

Degree Components

The components of ANU undergraduate degrees are described below.

Discipline/area studies

Discipline/area studies is an essential and substantial component of each of the ANU undergraduate degrees to achieve discipline/area studies learning outcomes as well as the three ANU Graduate Attributes. The volume of learning of discipline/area studies depends on the degree as follows:
- Flexible single degrees: minimum 72 units (12 courses), maximum of 96 units (16 courses)
- Professional degrees depend on minimum accreditation requirements

Where a program stipulates less than the maximum volume of learning for discipline/area studies, any unused units become elective studies.

Discipline/area studies include:
• A range of relevant majors (48 units, 8 courses) in some of the broad flexible single degrees (a major is further described below).
• OR where there are no majors, a developmental sequence of courses with learning outcomes relevant to the discipline/area studies as follows:
  o maximum 18 units (3 courses) at 1000 Level
  o minimum 18 units (3 courses) at 3000 Level
  o minimum of 24 units (4 courses) unique from other degrees for distinctiveness
• A minimum of 24 units (4 courses) of integrative studies to achieve the Capability to Employ Discipline-based Knowledge for Transdisciplinary Problem Solving Graduate Attribute.
• Embedded Aboriginal and Torres Strait Islander Knowledges and Indigenous Perspectives Graduate Attribute and the Critical Thinking Graduate Attribute, either in discipline/area studies or integrative studies.

It is acknowledged that some areas of the University teach content that is inherently interdisciplinary, transdisciplinary and/or integrative and may already meet the Capability to Employ Discipline-based Knowledge in Transdisciplinary Problem Solving Graduate Attribute. This content is celebrated and reflects ANU strengths. The Curriculum Framework may provide greater flexibility for these areas of the University to enhance collaboration and opportunities for students to work with students from other disciplines and/or area studies.

Major

A major is a developmental sequence of courses taken to achieve depth in the discipline/area studies component of some of the degrees including the Bachelor of Arts, Bachelor of Science and Bachelor of Commerce. Majors include:
• 48 units (8 courses) with learning outcomes relevant to the discipline/area studies
• A maximum 18 units (3 courses) at 1000 Level
• A minimum 18 units (3 courses) at 3000 Level
• A minimum of 24 units (4 courses) unique from other majors for distinctiveness.

Integrative studies

The integrative studies component has learning outcomes focussed on the Capability to Employ Discipline-based Knowledge for Transdisciplinary Problem Solving Graduate Attribute. These courses enable students to use their discipline/area studies knowledge and skills in transdisciplinary contexts to understand and solve problems that are interesting or relevant to them. Program convenors determine the options students have to achieve the integrative studies component, for example, whether they undertake a cluster of courses or whether they can select individual courses.

Integrative studies:
• Comprise a minimum 24 units (4 courses) with learning outcomes where students employ discipline-based knowledge in transdisciplinary contexts
• Involve students working with people with expertise in different disciplines*
• May embed learning outcomes relevant to the Aboriginal and Torres Strait Islander Knowledges and Indigenous Perspectives Graduate Attribute and the Critical Thinking Graduate Attribute

* Courses that (i) have an ALPH code other than that of the Discipline and (ii) where their FoR (as per the ABS classification used by ERA) is different at 2-digit level or, in exceptional cases approved by Academic Board in specific instances, different at 4-digit level (in these instances, whether the courses are taught by a different ADU will be taken into consideration; courses offered within the same ADU will not normally be approved.)
• May include internships, global programs, field trips and other activities that explicitly connect students with real world, transdisciplinary problems and contexts
• May be substituted with alternative integrative studies in flexible double degree combinations as shown in Appendix B
• Integrative content may also be included in courses elsewhere in the degree.

More information about how integrative studies can be designed to achieve the graduate attribute can be found in the Working Group report. It is expected that many areas of the University already teach courses that can be utilised and/or modified to meet the requirements of the integrative studies component and contribute to students achieving the Graduate Attribute.

Elective studies
Students undertake ANU elective courses of their choice to follow their interests, further develop their major, undertake a second major, do additional integrative courses, a minor, an internship or a global program.

Minor
A minor is a set of related discipline/area studies courses of 24 units (4 courses). The University offers a number of language minors. Other minors may be available but they are not written into program orders.

ANU Graduate Attributes
The Aboriginal and Torres Strait Islander Knowledges and Indigenous Perspectives Graduate Attribute is embedded in the discipline/area studies, the major and/or the integrative studies components of all programs. Outcomes explicitly related to this graduate attribute should be developmental and distributed across more than one course. A minimum expectation is that the equivalent of 6 units (1 course) volume of learning is dedicated to this graduate attribute and should be well connected with the discipline/area studies. The graduate attribute Working Group Report provides program convenors with guidelines and case studies of good practice.

The Critical Thinking Graduate Attribute is embedded in the discipline/area studies, the major and/or the integrative studies components of all programs. Outcomes explicitly related to this graduate attribute should be developmental and distributed across more than one course. A minimum expectation is that the equivalent of 6 units (1 course) volume of learning is dedicated to critical thinking and should be well connected with the discipline/area studies. The graduate attribute Working Group Report provides program convenors with guidelines and case studies of good practice.

The Capability to Employ Discipline-based Knowledge in Transdisciplinary Problem Solving graduate attribute is mostly achieved through the 48 units of integrative studies in all programs. Outcomes focussed on this graduate attribute may also be included in any course. To achieve this graduate attribute, students use their discipline/area studies knowledge and skills in transdisciplinary contexts to understand and solve problems that are interesting or relevant to them. The graduate attribute will involve students working with people with expertise in different disciplines. The graduate attribute may be achieved by students undertaking internships, study abroad and on-country activities, for example, that explicitly connect students with real world, transdisciplinary problems and contexts. The graduate attribute Working Group Report provides program convenors with guidelines and case studies of good practice.

Degree Parameters
• Maximum 60 units (10 courses) at 1000-level
- Progression of theory/methods/graduate attributes to be demonstrated through the discipline/area studies
- Program/major convenor to have leadership and coordination role and assigned in CMS and published in Programs and Courses
- Minors available but only as elective (i.e. cannot be included in program orders)
- Flexible double degrees to allow majors and minors across programs
- Program orders must be self-contained and must consist only of maximum/minimum units of courses at specific numeric levels (e.g. 1000-level), sub-plans, courses, and “[x] units from completion of elective courses offered by ANU”.

Scope

It is intended that the ANU Curriculum Framework applies to all ANU curriculum up to and including AQF Level 7, or with Level 7 component. That is, the entire program for embedded honours; or direct entryhonours but excluding any +1 honours year. AQF Level 8 and above that do not include an AQF Level 7 component is out of scope, as is the Diploma of Languages.

Governance and Timeframe

Governance for the implementation of the ANU Curriculum Framework will be through the regular channels including the Academic Quality Assurance Committee (AQAC) and Academic Board. When bulk curriculum approvals are expected, particularly in 2023 and 2024, additional AQAC meetings or Boards of Studies may need to be established to ensure the work is manageable. Where specific initiatives have resourcing implications, additional consultation with the Senior Management Group and other groups will be required.

The timeframe for implementation is outlined in the figure below. The Curriculum Framework white paper will be considered for approval by Academic Board in 2022. Once approved the Framework will be used to guide the renewal of all undergraduate programs during the 2023 academic year. The 2024 academic year will provide time for a greater focus on more detailed planning and preparation at the course level. It is expected that the first year of the new curriculum will be implemented from 2025 with a process of rolling implementation in subsequent years.

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Related Strategic Projects and Dependencies

There are a number of other ANU 2021-2025 Strategic Plan projects that will intersect with and are important to the curriculum renewal. In particular, Student First and the Teaching and Learning Strategy will be closely aligned with this project. In 2022 the Student and University Experience Portfolio will be leading a redesign of the University Mental Health Strategy to create a ‘settings-based’ wellbeing and social inclusion strategy. Wellbeing and social cohesion are both clearly relevant to the curriculum and the intention is to work closely with this project.

- ANU Graduate Attributes
- Vision for Excellence in Learning and Teaching
- Employability Framework
- Learning and Teaching Strategy
- Student First and Digital Master Plan
- University funding model

Related Documents

- ANU Curriculum Framework Green Paper
- Insight into Aboriginal and Torres Strait Islander Peoples’ Knowledges and Indigenous Peoples’ Perspectives Graduate Attribute Working Group Report
- Capability to Employ Discipline-based Knowledge in Transdisciplinary Problem-solving Graduate Attribute Working Group Report
- Expertise for Critical Thinking Graduate Attribute Working Group Report
- Perspective of Transdisciplinary Curriculum Content at ANU Report
- ANU Learning and Teaching Strategy
APPENDIX A: ANU Graduate Attributes

First to know the nature of things.

Insight into Aboriginal and Torres Strait Islander peoples’ knowledges and Indigenous peoples’ perspectives

To know the true nature of things, ANU graduates acknowledge and understand our history. At ANU, we are committed to knowing our country and learning its rich history. To do this, we recognise and incorporate Aboriginal and Torres Strait Islander peoples’ diverse languages and knowledges into the fabric of our University and our curriculum. ANU graduates continue to learn from and respect the knowledges and cultures that Indigenous peoples have been developing and nurturing on their lands across the world for millennia.

Capability to employ discipline-based knowledge in transdisciplinary problem-solving

ANU graduates are adept at working with others to understand and creatively address the amorphous, complex problems that face our world. They are capable of critically engaging with - and integrating - diverse discipline-based, stakeholder and Indigenous knowledges for values-driven problem solving. They produce powerful, systemic, transdisciplinary solutions to address problems in local, national and global contexts.

Expertise for critical thinking

ANU graduates are critical thinkers, they actively challenge what and how we know the nature of things. They engage in cutting edge debate on topics of relevance and importance to them. They ask judicious questions, design systematic methodologies and use data to analyse, synthesise, extrapolate and predict. ANU graduates demonstrate logical, rational and ethical patterns of reasoning to represent and communicate their understandings. They support their arguments with evidence and pioneer positive change and innovation.
APPENDIX B: Degree Schematic Diagrams

Appendix B provides schematic diagrams to represent the basic components of each foundation degree and options for flexible double degree combinations.

The diagrams are minimalistic, for example, they do not include the embedded Aboriginal and Torres Strait Islander Knowledges and Indigenous Perspectives Graduate Attribute and the Critical Thinking Graduate Attribute.

In the diagrams, each row represents a typical year of study with each box representing a six-unit course of study. The diagrams are indicative, that is, in reality student study plans are likely to be arranged differently.

Key

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<td>Integrative studies</td>
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<td>ANU elective</td>
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Degree Structures

Flexible single degree (3 years)

Year 1
Year 2
Year 3

Professional degree (externally accredited) (4 years)

Year 1
Year 2
Year 3
Year 4
Flexible Double Degree Options (4 year)

Option 1a: Flexible single degree A + flexible single degree B

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<th>Year 1</th>
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Option 1b: Flexible single degree A + flexible single degree B

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Option 1c: Flexible single degree A + flexible single degree B

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Flexible Double Degree Options (5 year)

The diagrams presented below for five-year flexible double degrees are indicative and will depend on the accreditation requirements of the individual professional degrees.

A small working group has been established to map the courses for all flexible double degree combinations with professional degrees where there are volume of learning issues to ensure accreditation requirements, discipline/area studies learning outcomes and ANU Graduate Attributes are achieved.

Option 2a: Professional degree A + flexible single degree B

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Option 2b: Professional degree A + flexible single degree B

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Option 2c: Professional degree A + flexible single degree B

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Option 3a: Professional degree A + professional degree B. May need to include integrative courses within the discipline/area studies of one or other of the two degrees which may restrict course options.

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Option 3b: Professional degree A + professional degree B. May need to include integrative courses within the discipline/area studies of one or other of the two degrees which will restrict course options.

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Option 3c: Professional degree A + professional degree B. May need to include integrative courses within the discipline/area studies of one or other of the two degrees which will restrict course options.

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<th>Year 1</th>
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<th>Year 4</th>
<th>Year 5</th>
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APPENDIX C: Working Group Membership

Curriculum Framework Working Group Membership

Co-chair: Professor Grady Venville (DVCA)
Co-chair: Professor Royston Gustavson (Dean AQ)
PVCED: Professor Maryanne Dever (PVCED)
All college ADEs: A/Prof Geoff Hinchcliff (CASS)

A/Prof Anna Cowan (CoS/CHM)
A/Prof Mathew Davies (CAP)
A/Prof Natalie Lloyd (CECS)
A/Prof Wayne Morgan (COL)
A/Prof Bronwen Whiting (CBE)

Registrar: Mr Scott Pearsall (Registrar, DSAAS)
ANUSA representative: Mr Christian Flynn (ANUSA President)
DVCA Nominee Dr Chris Browne (CoS)
Observers: Ms Suzie Alcorn (ASQO)
Ms Amanda Barry (Future Students)
Mr Brendon Colquhoun (EGAP)
Others as required and approved by chairs
APPENDIX D: Consultation Schedule
ANU Undergraduate Curriculum Framework

Report to Academic Board from the Curriculum Framework Working Group
September 2022
Deputy Vice Chancellor Academic and Dean Coursework Studies (co-chairs)
dvc.academic@anu.edu.au

The Australian National University
Canberra ACT 2600 Australia
www.anu.edu.au

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# Contents

Contents .............................................................................................................................................. 3

ANU Undergraduate Curriculum Framework ................................................................................. 4

Foundation Degrees ......................................................................................................................... 4

General Degree ................................................................................................................................. 4

Named Degree ................................................................................................................................... 4

Professional Degree (externally accredited) .................................................................................... 5

Flexible Double Degrees ................................................................................................................. 5

Flexible Double Degree (4 year) ....................................................................................................... 5

Flexible Double Degree (5 year) ..................................................................................................... 5

Degree Components ....................................................................................................................... 6

Discipline/area studies ...................................................................................................................... 6

Major .............................................................................................................................................. 6

Integrative studies ............................................................................................................................. 7

Elective studies ................................................................................................................................. 7

Minor ............................................................................................................................................. 7

Co-requisite courses ......................................................................................................................... 8

ANU Graduate Attributes ................................................................................................................ 8

Degree Parameters ........................................................................................................................... 8

Scope ............................................................................................................................................. 8

APPENDIX A: ANU Graduate Attributes ...................................................................................... 9

APPENDIX B: Degree Schematic Diagrams .................................................................................. 10

Foundation Degree Structures ........................................................................................................ 10

Flexible Double Degree Options .................................................................................................... 11
ANU Undergraduate Curriculum Framework

ANU Academic Board is undertaking a process of curriculum renewal to create a distinctive new model of undergraduate education that celebrates the vision set out in the ANU 2021-2025 Strategic Plan. The Curriculum Framework Working Group presents the ANU Undergraduate Curriculum Framework (the Framework) document to guide and support curriculum renewal.

Through the implementation of the Framework, the ANU Graduate Attributes will be robustly embedded in the undergraduate curriculum to ensure an excellent education and an exciting point of difference for future students.

The ANU Graduate Attributes are:

- Insight into Aboriginal and Torres Strait Islander peoples’ knowledges and Indigenous peoples’ perspectives
- Capability to employ discipline-based knowledge in transdisciplinary problem-solving
- Expertise for critical thinking

A full description of the ANU Graduate Attributes can be found in Appendix A. This document should be considered together with the reports from each of the three ANU Graduate Attributes working groups.

The next sections describe undergraduate foundation degrees, flexible double degrees, degree components and degree parameters. Appendix B provides a suite of schematic diagrams to represent the foundation degrees and how they can be combined into flexible double degrees.

Foundation Degrees

The Framework consists of three foundation degree types: general degree, named degree and professional degree. The basic structure of each of the foundation degrees is outlined below and is represented diagrammatically in Appendix B.

The foundation degrees consist of two main components: discipline/area studies and ANU electives. The discipline/area studies component provides educational experiences for students to achieve the discipline/area studies learning outcomes including learning experiences to achieve the ANU Graduate Attributes. The ANU elective component provides flexibility for students to undertake a second major or minor, do more integrative courses, study abroad, internships or any other ANU courses of their choice.

General Degree

The general degrees provide maximum flexibility for students to explore their interests and undertake a broad education. The general degrees at ANU in 2022 are the Bachelor of Arts, Bachelor of Commerce and the Bachelor of Science. The general degrees include:

- Total volume of learning 144 units (24 courses, 3 years)
- Discipline/area studies (72 units/12 courses) consisting of:
  - Major (48 units/8 courses)
  - Integrative studies (24 units/4 courses)
- ANU Graduate Attributes visibly embedded
- Additional co-requisite courses approved by AQAC
- ANU elective studies (72 units/12 courses)

Named Degree

Named degrees provide students with greater depth in the relevant discipline/area studies but retain some flexibility for students to explore their interests. Named degrees are all those
degrees not listed as general degrees or professional degrees, for example the Bachelor of International Relations. Named degrees include:

- Total volume of learning: 144 units (24 courses, 3 years)
- Discipline/area studies (96 units/16 courses) including:
  - Integrative studies (24 units/4 courses)
  - ANU Graduate Attributes visibly embedded
  - May include majors (48 units/8 courses)
- Elective studies (48 units/8 courses)

**Professional Degree (externally accredited)**

Professional degrees are externally accredited by a professional accreditation body to enable graduates to practice as a professional such as an engineer, lawyer or accountant. The volume of learning for professional degrees is the minimum required to meet accreditation requirements. Professional degrees include:

- Total volume of learning: minimum to meet accreditation requirements (either 144 units, 3 years; or 192 units, 4 years)
- Discipline/area studies minimum to meet accreditation requirements including:
  - Integrative studies (24 units/4 courses)
  - ANU Graduate Attributes visibly embedded
- Elective studies: remainder

The Professional Degrees at ANU in 2022 are: Bachelor of Laws (Honours); Bachelor of Engineering (Honours); Bachelor of Engineering (Honours) in Software Engineering; Bachelor of Engineering (Research & Development) (Honours); Bachelor of Advanced Computing (Research & Development) (Honours); Bachelor of Advanced Computing; Bachelor of Actuarial Studies; Bachelor of Accounting; Bachelor of Finance; and Bachelor of Information Technology.

**Flexible Double Degrees**

Students may select a combination of the foundation degrees and undertake a flexible double degree of either four- or five-years duration. The basic structure of each of the flexible double degree combinations is outlined below and represented diagrammatically in Appendix B.

**Flexible Double Degree (4 year)**

- Total: 192 units (32 courses, 4 years)
- General + General: discipline/area studies 1 (72 units/12 courses) + discipline/area studies 2 (48 units, 8 courses not including integrative courses OR 72 units/12 courses with integrative studies) + elective studies (72 units, 12 courses)
- General + Named: discipline/area studies 1 (72 units/12 courses) + discipline/area studies 2 (96 units/16 courses with integrative studies OR 72 units/12 courses without integrative studies) + elective studies (48 units, 8 courses)
- Named + Named: discipline/area studies 1 (96 units/16 courses) + discipline/area studies 2 (96 units/16 courses with integrative studies OR 72 units/12 courses without integrative studies) + elective studies (24 units, 4 courses)

**Flexible Double Degree (5 year)**

- Total 240 units (40 courses, 5 years)
- Professional + General: discipline/area studies 1 (max 144 units, 24 courses) + discipline/area studies 2 (72 units/12 courses with integrative studies) + elective studies (24 units, 4 courses)
• Professional + Named: discipline/area studies 1 (max 144 units, 24 courses) + discipline/area studies 2 (96 units/16 courses including integrative studies) + elective studies (min 0 units, 0 courses)
• Professional + Professional: discipline/area studies 1 (max 144 units, 24 courses including integrative studies) + discipline/area studies 2 (120 units/20 courses including integrative studies) + elective studies (min 0 units, 0 courses).

The descriptions of the five-year flexible double degrees are indicative and will depend on the accreditation requirements of the individual professional degrees. It is likely that with some combinations, integrative studies must be combined with the discipline/area studies and may restrict course choice. A small working group will be established to map the courses for all flexible double degree combinations where there are volume of learning issues to ensure accreditation requirements, discipline/area studies learning outcomes and ANU Graduate Attributes are achieved.

Degree Components

The components of the three foundational degrees are described below.

Discipline/area studies

Discipline/area studies is an essential and substantial component of each of the three foundational degrees to achieve discipline/area studies learning outcomes as well as the three ANU Graduate Attributes. Discipline/area studies has a different volume of learning in each of the foundation degrees as follows:

• General degrees 72 units (12 courses)
• Named degrees 96 units (16 courses)
• Professional degrees depend on minimum accreditation requirements

The discipline/area studies include:

• A major (48 units, 8 courses) in the general degrees and some of the named degrees (major is further described below).
• A minimum of 24 units (4 courses) of integrative studies to achieve the Capability to Employ Discipline-based Knowledge for Transdisciplinary Problem Solving Graduate Attribute.
• Embedded Aboriginal and Torres Strait Islander Knowledges and Indigenous Perspectives Graduate Attribute and the Critical Thinking Graduate Attribute, either in discipline/area studies courses or integrative studies.

It is acknowledged that some areas of the University teach content that is inherently interdisciplinary, transdisciplinary and/or integrative and may already meet the Capability to Employ Discipline-based Knowledge in Transdisciplinary Problem Solving Graduate Attribute. This content is celebrated and reflects ANU strengths. The Curriculum Framework may provide greater flexibility for these areas of the University to enhance collaboration and opportunities for students to work with students from other disciplines and/or area studies.

Major

A major is a developmental sequence of courses taken to achieve depth in the discipline/area studies component of the general degrees and some named degrees. Majors:

• Consist of 48 units (8 courses)
• Include a maximum 18 units (3 courses) at 1000 Level
• Include a minimum 18 units (3 courses) at 3000 Level
• Include a minimum of 24 units (4 courses) unique from other majors for distinctiveness
• Include courses with learning outcomes relevant to the discipline/area studies
• May include additional co-requisite courses with approval from AQAC and listed in the orders.

**Integrative studies**

The integrative studies component has learning outcomes focussed on the Capability to Employ Discipline-based Knowledge for Transdisciplinary Problem Solving Graduate Attribute. These courses enable students to use their discipline/area studies knowledge and skills in transdisciplinary contexts to understand and solve problems that are interesting or relevant to them. Program convenors determine the options students have to achieve the integrative studies component, for example, whether they undertake a cluster of courses or whether they can select individual courses.

Integrative studies:

• Comprise a minimum 24 units (4 courses)
• Include courses with learning outcomes where students employ discipline-based knowledge in transdisciplinary contexts
• Involve students working with people with expertise in different disciplines*
• May embed learning outcomes relevant to the Aboriginal and Torres Strait Islander Knowledges and Indigenous Perspectives Graduate Attribute and the Critical Thinking Graduate Attribute
• May include internships, global programs, field trips and other activities that connect students to real world, transdisciplinary problems and contexts
• May be substituted with alternative integrative studies in flexible double degree combinations as shown in Appendix B
• Integrative content may also be included in courses elsewhere in the degree.

More information about how integrative studies can be designed to achieve the graduate attribute can be found the graduate attribute Working Group Report. It is expected that many areas of the University already teach courses that can be utilised and/or modified to meet the requirements of the integrative studies component and contribute to students achieving the Graduate Attribute.

**Elective studies**

Students undertake ANU elective courses of their choice to follow their interests, further develop their major, undertake a second major, do additional integrative courses, a minor, an internship or a global program.

**Minor**

A minor is a set of related discipline/area studies courses of 24 units (4 courses). The University offers a number of language minors. Other minors may be available but they are not written into program orders.

---

* Courses that (i) have an ALPHA code other than that of the Discipline and (ii) where their FoR (as per the ABS classification used by ERA) is different at 2-digit level or, in exceptional cases approved by Academic Board in specific instances, different at 4-digit level (in these instances, whether the courses are taught by a different AOU will be taken into consideration; courses offered within the same AOU will not normally be approved.)
Co-requisite courses

Applications can be made to AQAC for approval of co-requisite courses from a different discipline to be included within the major that are a fundamental requirement to support learning in the discipline/area studies.

ANU Graduate Attributes

- Aboriginal and Torres Strait Islander Knowledges and Indigenous Perspectives Graduate Attribute: A minimum of 6 units (1 course), or equivalent distributed across more than one course, is embedded in the discipline/area studies in the major, the integrative studies or both.
- Critical Thinking Graduate Attribute: A minimum of 6 units (1 course), or equivalent distributed across more than one course, is embedded in the discipline/area studies in the major, the integrative studies or both.
- Capability to Employ Discipline-based Knowledge to Transdisciplinary Problem Solving graduate attribute: Achieved through the integrative studies component of each of the degree types. Outcomes focussed on this graduate attribute may also be included in other courses.

Degree Parameters

- Maximum 60 units (10 courses) at 1000-level
- Progression of theory/methods/graduate attributes to be demonstrated through the discipline/area studies
- Program/major convenor to have leadership and coordination role and assigned in CMS and published in Programs and Courses
- Minors available but only as elective (i.e. cannot be included in program orders)
- Flexible double degrees to allow majors and minors across programs
- Program orders must be self-contained and must consist only of maximum/minimum units of courses at specific numeric levels (e.g. 1000-level), sub-plans, courses, and “[x] units from completion of elective courses offered by ANU”.

Scope

It is intended that the ANU Curriculum Framework applies to all ANU curriculum up to and including AQF Level 7, or with Level 7 component. That is, the entire program for embedded honours; or direct entry honours but excluding any +1 honours year. AQF Level 8 and above that do not include an AQF Level 7 component is out of scope, as is the Diploma of Languages.
APPENDIX A: ANU Graduate Attributes

First to know the nature of things.

Insight into Aboriginal and Torres Strait Islander peoples’ knowledges and Indigenous peoples’ perspectives

To know the true nature of things, ANU graduates acknowledge and understand our history. At ANU, we are committed to knowing our country and learning its rich history. To do this, we recognise and incorporate Aboriginal and Torres Strait Island peoples’ diverse languages and knowledges into the fabric of our University and our curriculum. ANU graduates continue to learn from and respect the knowledges and cultures that Indigenous peoples have been developing and nurturing on their lands across the world for millennia.

Capability to employ discipline-based knowledge in transdisciplinary problem-solving

ANU graduates are adept at working with others to understand and creatively address the amorphous, complex problems that face our world. They are capable of critically engaging with - and integrating - diverse discipline-based, stakeholder and Indigenous knowledges for values-driven problem solving. They produce powerful, systemic, transdisciplinary solutions to address problems in local, national and global contexts.

Expertise for critical thinking

ANU graduates are critical thinkers, they actively challenge what and how we know the nature of things. They engage in cutting edge debate on topics of relevance and importance to them. They ask judicious questions, design systematic methodologies and use data to analyse, synthesise, extrapolate and predict. ANU graduates demonstrate logical, rational and ethical patterns of reasoning to represent and communicate their understandings. They support their arguments with evidence and pioneer positive change and innovation.
APPENDIX B: Degree Schematic Diagrams

Appendix B provides schematic diagrams to represent the basic components of each foundation degree and options for each of the flexible double degree combinations.

The diagrams are minimalistic, for example, they do not include the embedded Aboriginal and Torres Strait Islander Knowledges and Indigenous Perspectives Graduate Attribute and the Critical Thinking Graduate Attribute.

In the diagrams, each row represents a typical year of study with each box representing a six-unit course of study. In reality, student study plans are likely to be arranged differently.

**Key**

- Discipline/area studies 1
- Discipline/area studies 2
- Integrative studies
- ANU elective

**Foundation Degree Structures**

**General degree (3 year)**

- Year 1
- Year 2
- Year 3

**Named degree (3 year)**

- Year 1
- Year 2
- Year 3

**Professional degree (externally accredited) (4 year)**

- Year 1
- Year 2
- Year 3
- Year 4
Flexible Double Degree Options

General Degree + General Degree Options

Flexible double degree (4 year) general degree + general degree Option 1a
- Year 1
- Year 2
- Year 3
- Year 4

Flexible double degree (4 year) general degree + general degree Option 1b
- Year 1
- Year 2
- Year 3
- Year 4

Flexible double degree (4 year) general degree + general degree Option 1c
- Year 1
- Year 2
- Year 3
- Year 4

*******************************
General Degree + Named Degree Options

<table>
<thead>
<tr>
<th>Flexible double degree (4 year) general degree + named degree Option 2a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Flexible double degree (4 year) general degree + named degree Option 2b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Flexible double degree (4 year) general degree + named degree Option 2c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
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</tbody>
</table>
### Named Degree + Named Degree Options

#### Flexible double degree (4 year) named degree + named degree Option 3a

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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</thead>
</table>

#### Flexible double degree (4 year) named degree + named degree Option 3b

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
</table>

#### Flexible double degree (4 year) named degree + named degree Option 3c

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
</table>

***************************************************************************
Professional Degree + General Degree Options

The diagrams presented below for five-year flexible double degrees are indicative and will depend on the accreditation requirements of the individual professional degrees.

**Flexible double degree (5 year) professional degree + general degree Option 4a**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

**Flexible double degree (5 year) professional degree + general degree Option 4b**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

**Flexible double degree (5 year) professional degree + general degree Option 4c**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

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The Australian National University
Professional Degree + Named Degree Options

The diagrams presented below for five-year flexible double degrees are indicative and will depend on the accreditation requirements of the individual professional degrees.

| Flexible double degree (5 year) professional degree + named degree Option 5a |
|---|---|---|---|---|---|
| Year 1 | | | | | |
| Year 2 | | | | | |
| Year 3 | | | | | |
| Year 4 | | | | | |
| Year 5 | | | | | |

| Flexible double degree (5 year) professional degree + named degree Option 5b |
|---|---|---|---|---|---|
| Year 1 | | | | | |
| Year 2 | | | | | |
| Year 3 | | | | | |
| Year 4 | | | | | |
| Year 5 | | | | | |

| Flexible double degree (5 year) professional degree + named degree Option 5c |
|---|---|---|---|---|---|
| Year 1 | | | | | |
| Year 2 | | | | | |
| Year 3 | | | | | |
| Year 4 | | | | | |
| Year 5 | | | | | |

***************************************************************************************
Professional Degree + Professional Degree Options

The diagrams presented below for five-year flexible double degrees are indicative and will depend on the accreditation requirements of the individual professional degrees.

Flexible double degree (5 year) professional degree + professional degree Option 6a. May need to include integrative courses within the discipline/area studies of one or other of the two degrees which will restrict course options.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

Flexible double degree (5 year) professional degree + professional degree Option 6b. May need to include integrative courses within the discipline/area studies of one or other of the two degrees which will restrict course options.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

Flexible double degree (5 year) professional degree + professional degree Option 6c. May need to include integrative courses within the discipline/area studies of one or other of the two degrees which will restrict course options.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

A small working group will be established to map the courses for all flexible double degree combinations with professional degrees where there are volume of learning issues to ensure accreditation requirements, discipline/area studies learning outcomes and ANU Graduate Attributes are achieved.

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The Australian National University
CURRICULUM FRAMEWORK CONCEPT

Curriculum Framework Working Group
Facilitators: Grady Venville & Royston Gustavson
Contents

- Context
- Background
- Scope
- Degree types
- Degree concept
- Degree components
- Parameters
- General degree
- Named degree
- Professional degree
- Flexible double degree 4-year
- Flexible double degree 5-year
- Student enrolment process
- Governance and curriculum development
Context: Academic Portfolio Priorities, ANU by 2025

The Academic Portfolio is leading the development of a distinctive undergraduate offering that will make it simpler and easier to deliver quality education and embrace our digital future to deliver an industry leading student experience.
Context: Academic Portfolio Priorities, ANU by 2025

Future of Curriculum
- Graduate Attributes
- Curriculum Framework
- Employability Framework

Future of Learning, Teaching & Assessment
- Learning and Teaching Strategy
- Digital Ecosystem
- ANU Model of Learning

Future of Student and Teaching Support Services
- SPF: Student Services
- Admissions Reform / Student Diversity
- SPF: Teaching Support
Background:

ANU Council endorsed undergraduate curriculum reform

- The curriculum reform concept is **excellent and should be bold.**

Clear messages from

- **ANU Council**
- **Academic Board**
- **Senior Management Group**

Academic Board meeting 1/2022 approved the following recommendations

- That ANU undertake a process of undergraduate curriculum reform aligned with the ANU 2021-2025 Strategic Plan
- That ANU develop a curriculum framework to enable curriculum reform
- That the curriculum framework be designed for a whole-of-university approach to implement the proposed ANU Graduate Attributes and create a distinctive model of undergraduate education.
- That, as part of the development of the curriculum framework, the undergraduate structural requirements be reviewed to address unnecessary complexity, inconsistency and lack of flexibility.

**IT IS NOW OUR JOB TO DELIVER ON THIS EXCITING INITIATIVE!**
Background:

Academic Board workshop feedback

Strong support for curriculum reform:

- Academic Board has to be **bold and lead**
- **Delighted** this discussion is finally on the table
- Taking a bold approach on these curriculum considerations is a must to **standing out**
- **Applaud** ANU’s intent to engage down the curriculum reform path, however daunting the prospect may be
- My comments are supportive of this aspiration. If we do this we need to **do it exceptionally well**.
- **The timing is right**, significant change in the external environment, 12 years since last review.
- Reform is needed as ANU is scattered in approach, **need integrated approach** across the campus

Issues raised

- Not tokenistic, must be high quality, bold, exciting and **meaningful for students’ education**
- How to ‘fit it in’ without constraining students’ choice and elective component
- Time, capacity, capability, and **resources for staff**
- Professionally **accredited programs** have more constraints
- **Team work** required across the University
- AQF standards
- Research-led L&T
- Scalability
In scope

- All ANU curriculum up to and including AQF Level 7, or with Level 7 component (i.e., the entire program for embedded honours; or direct entry honours but excluding any +1 honours year)

Out of scope

- +1 honours
- AQF Level 8 + that does not include an AQF Level 7 component

To be taken into consideration

- Implications for +1 honours
- Co-badged courses
Degree types

- General
- Named
- Professional (externally accredited)
- Flexible double (4-year & 5-year)

Discussion points:
- PPE
- PhB Science
- CoS Vertical Flexible Double
- Creative solutions and proposals e.g. PNP
All bachelor degrees are made up of three basic components:

• Discipline studies (major for General degree & specified studies for Named and Professional degrees)

• ANU core

• Elective studies

Additional, optional components:

• Pathway within a major

• Minor

(More detailed descriptions of these components are provided in the next slides)
Major

Developmental sequence of compulsory courses taken to achieve the outcomes of a general degree and specialise in a discipline-based area.

- 48 units (8 courses);
- maximum 18 units (3 courses) at 1000-level;
- minimum 18 units (3 courses) at 3000-level;
- minimum 24 units (4 courses) unique from other majors.
- Must embed Aboriginal and Torres Strait Islander Knowledges and Critical Thinking graduate attributes.

Pathway

Developmental sequence of [specified] courses within a major. 48 units (8 courses); maximum 18 units (3 courses) at 1000-level; minimum 18 units (3 courses) at 3000-level. Minimum 12 units (2 courses) unique from other pathways in major.
Degree components

Specified studies
Developmental sequence of specified courses taken to achieve the outcomes of named and professional degrees. Must embed Aboriginal and Torres Straight Islander Knowledges and Critical Thinking graduate attributes.
- For named degrees, this is 72 units (12 courses), minimum 24 units (4 courses) at 3000-level.
- For professional degrees, depends on minimum accreditation requirements.

ANU Core
Minimum 24 units (4 courses) focused on transdisciplinary problem solving, but may include internship, global program, other graduate attributes etc.

Elective studies
Elective studies of student choice including second major, minor, internship, global program, elective courses etc.

Minor
24 units (4 courses): language minors, potential other minors may be available but not written into program orders.
**Parameters**

- Maximum 60 units (10 courses) at 1000-level
- Progression of theory/methods/graduate attributes to be demonstrated through major/pathway/specified studies/ANU Core
- Program/major convenor to have leadership and coordination role and assigned in CMS and published in Programs and Courses
- Minors available but only within elective studies (i.e. cannot be included in program orders)
- Flexible double degrees to allow majors and minors across programs
- Program orders must be self-contained and must consist only of maximum/minimum units of courses at specific numeric levels (e.g. 1000-level), sub-plans, courses, and “[x] units from completion of elective courses offered by ANU”.

Discussion points:
- Science/CBE course list
- How to manage the volume and complexity of programs available at ANU?
- How to ensure a viable number of high quality courses?
- How to manage the popular combinations of Flexible Double Degrees?
General degree

- Total: 144 units (24 courses, 3 years)
- Major: 48 units (8 courses)
- ANU Core: 24 units (4 courses)
- Elective studies: 72 units (12 courses)
- The general degrees are: Bachelor of Arts; Bachelor of Science; Bachelor of Commerce

Figure 1: Example of courses taken by a full-time student enrolled in a single General Degree with one major. One box represents one course (6 units).
**Named degree**

- Total: 144 units (24 courses, 3 years)
- Specified studies: 72 units (12 courses)
- ANU Core: 24 units (4 courses)
- Elective studies: 48 units (8 courses)
- Example: Bachelor of International Relations*

* The orders include the following list that would be replaced by the ANU Core requirement, helping to reduce the orders to 72 units of specified courses. A maximum of 12 units from the following internships and VCs courses: ANIP3003; ANIP3005; VCUG2002; VCUG3001.

Figure 2: Example of courses taken by a full-time student enrolled in a single Named Degree. One box represents one course (6 units).

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Specified</th>
<th>ANU Core</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Professional degree (externally accredited)

- Total: minimum to meet accreditation requirements (either 144 units, 3 years; or 192 units, 4 years).
- Specified studies: minimum to meet accreditation requirements
- ANU Core: 24 units (4 courses)
- Elective studies: remainder
- The Professional Degrees (externally accredited) are: [list on next slide]
- Example: Bachelor of Engineering (Honours)

[Core will need to include 12 units from an appropriately structured project ENGN4300 12 units; 132 units discipline; 12 units project double counted between discipline and core; 12 units additional core, 36 units elective.]

Figure 3: Example of courses taken by a full-time student enrolled in a four-year Professional Degree. One box represents one course (6 units).

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specified</td>
<td>ANU Core</td>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

ANU CURRICULUM FRAMEWORK CONCEPT
Professional Degrees (externally Accredited)
B Accounting
B Actuarial Studies
B Advanced Computing (Honours)
B Advanced Computing (R&D) (Honours)
B Engineering (Honours)
B Engineering (Rsch & Dev)
B Finance
B Information Technology
B Laws (Honours)

*The Accounting Major in the B Commerce is professionally accredited; the program as whole is not professionally accredited. Students completing certain specified courses can apply for accreditation with the Australian Computer Society.
Flexible double degree 4-year

- Total: 192 units (32 courses, 4 years)
- General + general: major 1 (48 units, 8 courses) + major 2 (48 units, 8 courses) + ANU core (24 units, 4 course) + elective studies (72 units, 12 courses)
- General + named: major (48 units, 8 courses) + specified studies (72 units, 12 courses) + ANU core (24 units, 4 courses) + elective studies (48 units, 8 courses)
- Named + named: specified studies 1 (72 units, 12 courses) + specified studies 2 (72 units, 12 courses) + ANU core (24 units, 4 courses) + elective studies (24 units, 4 courses)
- General + professional: major (48 units, 8 courses) + specified studies (between 72 units, 12 courses; and 96 units, 16 courses) + ANU core (24 units, 4 courses) + elective studies (depending on professional program, between 24 units, 4 courses; and 48 units, 8 courses)
- Named + professional: specified studies 1 (72 units, 12 courses) + specified studies 2 (between 72 units, 12 courses and 96 units, 16 courses) + ANU core (24 units, 4 courses) + elective studies (depending on professional program, between 0 units, 0 courses; and 24 units, 4 courses)

Figure 4: Example of courses taken by a full-time student enrolled in a four-year Flexible Double Degree made up of General Degree + General Degree. One box represents one course (6 units).
Flexible double degree 5-year

- Total: 240 units (40 courses, 5 years)
- All degrees in this group are Professional degrees: Bachelor of Laws (Honours); Bachelor of Engineering (Honours); Bachelor of Engineering (Honours) in Software Engineering; Bachelor of Engineering (Research & Development) (Honours); Bachelor of Advanced Computing (Research & Development) (Honours); Bachelor of Advanced Computing.
- Professional + general: specified studies (max 144 units, 24 courses) + major (48 units 8 courses) + ANU core (24 units, 4 course) + elective studies (min 24 units, 4 courses)
- Professional + named: specified studies 1 (max 144 units, 24 courses) + specified studies 2 (72 units, 12 courses) + ANU core (24 units, 4 courses) + elective studies (min 0 units, 0 courses)

Figure 5: Example of courses taken by a full-time student enrolled in a five-year Flexible Double Degree made up of Professional Degree + General Degree. One box represents one course (6 units).
Student Enrolment Process

Step 1
Select:
- Degree
- Major

Step 2
Select
- ANU Core

Step 3
Select
- Elective studies

Discussion points:
- Cross institutional enrolment and credit
- Degree transfers
- Potential graduates (pot-grads)
Governance and Curriculum Development

Discussion points:
- School, college, central committees and processes to support AQAC
- Timeframes
- Curriculum development leadership and teams
- PD and support
- Systems upgrades e.g. Programs and Courses
- Learning Management System
- Other
CURRICULUM FRAMEWORK CONCEPT

Curriculum Framework Working Group
Facilitators: Grady Venville & Royston Gustavson
Members:
Scope

In scope

- All ANU curriculum at AQF Level 7, or with Level 7 component (i.e., the entire program for embedded honours; or direct entry honours but excluding any +1honours year)

Out of scope

- +1 honours
- AQF Level 8 + that does not include an AQF Level 7 component

Further consideration

- Implications for +1 honours
- Co-badged courses
Degree types

- General
- Named
- Professional (you cannot practice this profession without being accredited)
- Flexible double (4-year & 5-year)
- Integrative degree

Discussion points:
- PPE
- PhB Science
- CoS Vertical Flexible Double
- Creative solutions and proposals e.g. PNP
Degree components

All bachelor degrees are made up of three basic components:

- **Discipline studies** (major for General degree & specified studies for Named and Professional degrees)
- **ANU core**
- **Elective studies**

Additional, optional components:

- **Pathway within a major**
- **Minor**

(More detailed descriptions of these components are provided in the next slides)

Discussion points
- graphical representation to represent interconnectedness and balance between components
- Agreed, clear, consistent terminology
Degree components

Major

Developmental sequence of compulsory courses taken to achieve the outcomes of a general degree and specialise in a discipline-based area.

- 48 units (8 courses);
- maximum 18 units (3 courses) at 1000-level;
- minimum 18 units (3 courses) at 3000-level;
- minimum 24 units (4 courses) unique from other majors.
- Must embed Aboriginal and Torres Strait Islander Knowledges and Critical Thinking graduate attributes.

Pathway

Developmental sequence of [specified] courses within a major. 48 units (8 courses); maximum 18 units (3 courses) at 1000-level; minimum 18 units (3 courses) at 3000-level. Minimum 12 units (2 courses) unique from other pathways in major.

Discussion points:
- No choice of courses in major
- Flexibility for students
- Pathways in major
- Co-requisites e.g. mathematics for Physics major
- Volume of learning in discipline for General Degrees
- Guidelines for majors e.g. CoS
Degree components

Specified studies
Developmental sequence of specified courses taken to achieve the outcomes of named and professional degrees. Must embed Aboriginal and Torres Straight Islander Knowledges and Critical Thinking graduate attributes.
• For named degrees, this is 72 units (12 courses), minimum 24 units (4 courses) at 3000-level.
• For professional degrees, depends on minimum accreditation requirements.

ANU Core
Minimum 24 units (4 courses) focused on transdisciplinary problem solving, but may include internship, global program, other graduate attributes etc.

Elective studies
Elective studies of student choice including second major, minor, internship, global program, elective courses etc.

Minor
24 units (4 courses): language minors, potential other minors may be available but not written into program orders.
Parameters

- Maximum 60 units (10 courses) at 1000-level
- Progression of theory/methods/graduate attributes to be demonstrated through major/pathway/specifed studies/ANU Core
- Program/major convenor to have leadership and coordination role and assigned in CMS and published in Programs and Courses
- Minors available but only within elective studies (i.e. cannot be included in program orders)
- Flexible double degrees to allow majors and minors across programs
- Program orders must be self-contained and must consist only of maximum/minimum units of courses at specific numeric levels (e.g. 1000-level), sub-plans, courses, and “[x] units from completion of elective courses offered by ANU”.

Discussion points:
- Science/CBE course list
- How to manage the volume and complexity of programs available at ANU?
- How to ensure a viable number of high quality courses?
- How to manage the popular combinations of Flexible Double Degrees?
General degree:

- Total: 144 units (24 courses, 3 years)
- Major: 48 units (8 courses)
- ANU Core: 24 units (4 courses)
- Elective studies: 72 units (12 courses)
- The general degrees are: Bachelor of Arts; Bachelor of Science; Bachelor of Commerce

Figure 1: Example of courses taken by a full-time student enrolled in a single General Degree with one major. One box represents one course (6 units).
Named degree

- Total: 144 units (24 courses, 3 years)
- Specified studies: 72 units (12 courses)
- ANU Core: 24 units (4 courses)
- Elective studies: 48 units (8 courses)

*Example: Bachelor of International Relations*

*The orders include the following list that would be replaced by the ANU Core requirement, helping to reduce the orders to 72 units of specified courses. A maximum of 12 units from the following internships and VCs courses: ANIP3003, ANIP3005; VCU2002; VCU2001.*

Figure 2: Example of courses taken by a full-time student enrolled in a single Named Degree. One box represents one course (6 units).
Professional degree (externally accredited)

- Total: minimum to meet accreditation requirements (either 144 units, 3 years; or 192 units, 4 years).
- Specified studies: minimum to meet accreditation requirements
- ANU Core: 24 units (4 courses)
- Elective studies: remainder
- The Professional Degrees (externally accredited) are: [list on next slide]
- Example: Bachelor of Engineering (Honours)

[Core will need to include 12 units from an appropriately structured project ENGN4300 12 units]: 132 units discipline; 12 units project double counted between discipline and core; 12 units additional core, 36 units elective.]

Figure 3: Example of courses taken by a full-time student enrolled in a four-year Professional Degree. One box represents one course (6 units).
Professional Degrees (externally Accredited)

B Accounting
B Actuarial Studies
B Advanced Computing (Honours)
B Advanced Computing (R&D) (Honours)
B Engineering (Honours)
B Engineering (Rsch & Dev)
B Finance
B Information Technology
B Laws (Honours)

*The Accounting Major in the B Commerce is professionally accredited; the program as whole is not professionally accredited. Students completing certain specified courses can apply for accreditation with the Australian Computer Society.
Flexible double degree 4-year

• Total: 192 units (32 courses, 4 years)
• General + general: major 1 (48 units, 8 courses) + major 2 (48 units, 8 courses) + ANU core (24 units, 4 course) + elective studies (72 units, 12 courses)
• General + named: major (48 units, 8 courses) + specified studies (72 units, 12 courses) + ANU core (24 units, 4 courses) + elective studies (48 units, 8 courses)
• Named + named: specified studies 1 (72 units, 12 courses) + specified studies 2 (72 units, 12 courses) + ANU core (24 units, 4 courses) + elective studies (24 units, 4 courses)
• General + professional: major (48 units, 8 courses) + specified studies (between 72 units, 12 courses; and 96 units, 16 courses) + ANU core (24 units, 4 courses) + elective studies (depending on professional program, between 24 units, 4 courses; and 48 units, 8 courses)
• Named + professional: specified studies 1 (72 units, 12 courses) + specified studies 2 (between 72 units, 12 courses and 96 units, 16 courses) + ANU core (24 units, 4 courses) + elective studies (depending on professional program, between 0 units, 0 courses; and 24 units, 4 courses)

Figure 4: Example of courses taken by a full-time student enrolled in a four-year Flexible Double Degree made up of General Degree + General Degree. One box represents one course (6 units).
Flexible double degree 5-year

- Total: 240 units (40 courses, 5 years)
- All degrees in this group are Professional degrees: Bachelor of Laws (Honours); Bachelor of Engineering (Honours); Bachelor of Engineering (Research & Development) (Honours); Bachelor of Advanced Computing (Research & Development) (Honours); Bachelor of Advanced Computing.
- Professional + general: specified studies (max 144 units, 24 courses) + major (48 units 8 courses) + ANU core (24 units, 4 course) + elective studies (min 24 units, 4 courses)
- Professional + named: specified studies 1 (max 144 units, 24 courses) + specified studies 2 (72 units, 12 courses) + ANU core (24 units, 4 courses) + elective studies (min 0 units, 0 courses)

Figure 5: Example of courses taken by a full-time student enrolled in a five-year Flexible Double Degree made up of Professional Degree + General Degree. One box represents one course (6 units).
Student Enrolment Process

Step 1
Select:
- Degree
- Major

+ Flexible double

- Degree
- Major

Step 2
Select
- ANU Core

Step 3
Select
- Elective studies

Discussion points:
- Cross institutional enrolment and credit
- Degree transfers
- Potential graduates (pot-grads)
Governance and Curriculum Development

Discussion points:
- School, college, central committees and processes to support AQAC
- Timeframes
- Curriculum development leadership and teams
- PD and support
- Systems upgrades e.g. Programs and Courses
- Learning Management System
- Other
Working Group #4 Curriculum Framework Working Group

Terms of Reference

Introduction
The University is undertaking a process to reform the undergraduate curriculum including the embedding of three graduate attributes approved by Academic Board in March 2022.

Purpose
The purpose of Working Group #4 is to develop a curriculum framework and recommend a governance structure to enable reform of the ANU undergraduate curriculum in a timely manner for 2025 delivery.

Background
Academic Board (1/2022) approved that ANU undertakes a process of curriculum reform to create a distinctive new model of undergraduate education that celebrates the vision set out in the ANU 2021-2025 Strategic Plan (Figure 1). The rationale for the reform emerges from key contextual and internal issues including the opportunity presented by the proposed ANU Graduate Attributes to differentiate our educational offering. The curriculum framework is to be developed to provide structure for the undergraduate curriculum reform. The ANU Graduate Attributes will be robustly embedded in the undergraduate curriculum architecture to ensure an excellent education and an exciting point of difference for future students.

![Figure 1: Approved recommendations by ANU Academic Board (1/2022)](image)

**Recommendation 1:** ANU undertakes a process of undergraduate curriculum reform aligned with the ANU 2021-2025 Strategic Plan.

**Recommendation 2:** ANU develops a curriculum framework to enable curriculum reform.

**Recommendation 3:** The curriculum framework is designed for a whole-of-university approach to implement the proposed ANU Graduate Attributes to create a distinctive model of undergraduate education.

**Recommendation 4:** As part of the development of the curriculum framework, the undergraduate structural requirements are reviewed to address unnecessary complexity, inconsistency and lack of flexibility.

Curriculum Frameworks in Higher Education
There are examples in Australia and internationally where universities have adopted a framework that makes clear to students how the university approaches their undergraduate curriculum. The framework generally provides the curriculum architecture and a set of consistent principles, policies and procedures designed to enhance the quality and consistency of programs, improve the student experience and differentiate the offering from other universities. Links to examples for background information for the working group follow:

- Harvard University [College Curriculum](https://harvard.edu/college)
- Stanford University [Undergraduate degrees and programs](https://stanford.edu/undergraduate)
- University of Melbourne: one of the features of the [Melbourne Model](https://unimelb.edu.au/about/strategy/melbourne-model)
- University College London (UCL) the [Connected Curriculum](https://www.ucl.ac.uk/studentlife/academic-income)
• The University of Reading Curriculum Framework
• Bond University has undergraduate core
• Sydney University introduced the Sydney Undergraduate Experience in 2018
• National University of Singapore Faculty of Arts and Social Sciences has a Modular System
• Western Sydney University is implementing their 21C Curriculum Project
• Victoria University introduced their VU Block Model in 2018
• In 2015 UNSW also adopted an Integrated Curriculum framework

Addressing Unnecessary Complexity, Inconsistency and lack of Flexibility

The Beaumont Report (2010) successfully recommended strategies to remove barriers to student choice, convenience and personalisation in undergraduate programs and awards at ANU. The ANU policy on Academic Programs and Courses Accreditation outlines the design principles including the structural requirements of our curriculum. This policy was improved as a result of the Beaumont Report; however, a degree of complexity, inconsistency and lack of flexibility remains. It is important to acknowledge that there may be discipline specific or professional accreditation reasons for some structural requirements in the ANU curriculum, however, a sensible approach for the benefit of the students and administration is to address these issues where possible and to not introduce any through the process of curriculum reform.

Examples follow:

• ANU offers 142 majors and 128 non-language minors and 36 language minors. The ANU Flexible Double Degree gives students a choice of more than 750 degree combinations.
• Differences in major requirements, e.g. Majors in Marketing, Linguistics, History and others can be completed with only one third year (3000 level) course; Human Biology requires at least two; Astronomy and Astrophysics at least three; and Water Science four.
• The minimum requirements for our generic degrees including the BA, BSc and BCom are different.

Working Group Membership
• Chair and primary author: Professor Grady Vennille (DVCA)
• Deputy Chair: Professor Royston Gustavson (Dean AQ)
• PVCED: Professor Maryanne Dever (PVCED)
• All college ADEs: A/Prof Anna Cowan (CoS/CHM)
  A/Prof Mathew Davies (CAP)
  A/Prof Geoff Hinchcliff (CASS)
  A/Prof Natalie Lloyd (CECS)
  A/Prof Wayne Morgan (COL)
  A/Prof Bronwen Whiting (CBE)
• Registrar: Mr Scott Pearsall (Registrar, DSAAS)
• ANUSA representative: Mr Christian Flynn (ANUSA President)
• DVCA Nominee Dr Chris Browne (CoS)
• Observers: Suzie Alcorn (ASQO)
  Amanda Barry (Future Students)
  Brendon Colquhoun (EGAP)
  Ben Yates (ANUSA)
  Beatrice Tucker (ANUSA)
  Others as required and approved by Chair/Deputy Chair
Objectives

The overarching objective of the Working Group #4 is to develop a curriculum framework and recommend a governance structure to enable reform of the undergraduate curriculum in a timely manner for 2025 delivery. More specifically, the Curriculum Framework Working Group will:

1. **Scope**: Clarify the in-scope undergraduate programs and the out-of-scope postgraduate programs to which the curriculum framework will and will not apply.

2. **Degree types**: Determine and describe the undergraduate degree types that ANU will offer.

3. **Degree components**: Determine and describe the components of each degree type specifying how developmental discipline studies and the ANU Graduate Attributes will be embedded into every program and how students will be provided with flexibility to undertake elective study such as elective courses, global programs and internships.

4. **Parameters**: Describe parameters that will be applied consistently to each of the degree types in order to ensure program coherence and quality, developmental learning progression, consistency in program rules and flexibility of student choice while minimising complexity where possible.

5. **Governance**: Recommend governance structures in schools, colleges and the central university that will support the curriculum renewal process for timely delivery of the new curriculum by 2025.

**Timeframe**

The first draft of the curriculum framework will be finalised by 31 July 2022 for consideration by Academic Board at the 23 August meeting.

**Draft meeting agendas**

It is envisaged that at least six meetings of the working group will be required to develop the curriculum framework, however, more meetings may be required. The following sets out draft agenda topics to keep the working group on track, but it is expected that the process of development of the curriculum framework will be iterative. As such, items may be revisited as needed.

**Meeting 1**

The committee will discuss:

- Scope
- Degree types

**Meeting 2**

The committee will discuss:

- Degree components – major, pathway, specified studies

**Meeting 3**

The committee will discuss:

- Degree components – ANU core, elective studies, minor

**Meeting 4**
The committee will discuss:

- Parameters
- Other matters not yet finalised

Meeting 5

The committee will discuss:

- Student enrolment process
- Governance for curriculum renewal

Meeting 6

- Final review and revision of curriculum framework and governance structure for recommendation to Academic Board.

References