Policy Document Administrator	*Director of Teaching and Learning*
Policy Document Approver	Teaching and Learning Committee
Responsible Body/Person	Teaching and Learning Committee
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Superseded documents	Unit Categories Policy *'Specialised Studies In...' Unit Guidelines,* *Set text unit management Policy* *Capstone Unit Management Guidelines*
Related documents	*Assessment Policy* *Courses Policy* *Moderation Policy* *Unit Delivery Rules* *Unit Enrolment and Results Policy*
Related HE Standards	3.1, 3.3, 5.3.2, 5.3.3
Related National Code Standards	

1. PURPOSE

To establish the qualities and standard required of **AUT coursework units** and identify the means by which they are categorised, approved, administered, and reviewed.

2. DEFINITIONS

Definitions for any words in Bold in this document can be found in the Policy Glossary. The first instance of each defined term has been outlined in bold.

3. SCOPE

This Policy applies to all coursework **units of study** approved for delivery in the accredited courses of the AUT.

4. POLICY STATEMENT

The AUT will provide quality-assured units of study that contribute to the achievement of the **learning outcomes** of its courses and to the development of the **graduate attributes** in **students**.

5. POLICY APPLICATION

Qualities of Approved Units

5.1 Units are to be understood primarily as a component of an AUT **course of study**.

5.2 Each unit is to have a **unit outline** as part of the AUT **curriculum**, duly approved within the academic governance framework of the **University**.

5.3 Each unit will have **unit learning outcomes** which are aligned with, and contribute to, the achievement of the **course learning outcomes** in which it is undertaken and to the development of the graduate attributes in students.

5.4 Each unit will be designed to achieve knowledge, skills and application of knowledge and skills at a specified AQF level.

5.5 Each unit will be assigned to one of the fields of study into which the AUT curriculum is divided and will provide knowledge and skills related to this field of study.

5.6 Each unit will be categorised according to its function in a course of study: foundational (A), developing (B), advanced (C), or other (D).

5.7 The content and design of each unit will be shaped by current pedagogy and up-to-date scholarship and research, as evidenced by the indicative bibliography.

5.8 Each unit will have a title and unique code.

5.9 The learning outcomes of each unit will be assessed by tasks that conform with the *Assessment Policy*.

5.10 All coursework units within a coursework award will be graded, with the following exceptions:

a) the Academic Board or Teaching and Learning Committee has approved that a group of units relating to a specified University course will be non-graded;

b) the Teaching and Learning Committee has approved that a specified unit be a non-graded unit;

c) The CURC has approved that a unit be non-graded, in line with arrangements and conditions approved by the Teaching and Learning Committee under which the CURC may approve that a unit be non-graded.

5.11 The standard volume of learning for units will be 150 hours for 12 credit points.

5.12 Units of a non-standard volume may be approved, provided that such units are able to form part of the sequence leading to an award of the AUT.

5.13 Each unit will be capable of delivery in all **modes**, in line with the requirements specified in the Unit Delivery Rules.

5.14 For information about the co-delivery of multiple levels of units and the limitations in doing so, see the Unit Delivery Rules.

Unit Categories

5.15 **Foundational (Category A) units** are designed to be the first level of units taken in a new discipline and may provide a foundation for further studies in the field at a higher level.

5.16 Individual unit content for Foundational units can be approved at AQF levels 5, 6, and 8.

5.17 Foundational units have no pre/co-requisites. However, Level 6 Foundational units may only be taken within the context of the **Bachelor of Divinity**.

5.18 **Developing (Category B)** units are designed to build on Foundational units in the same or a related discipline or previous studies. They are generally more focussed on a particular area of content than Foundational units. They may also provide a foundation for further studies in the field at higher levels.

5.19 Normally, individual unit content for Developing units can be approved at AQF 5, 6, 7 and 8.

In addition to these four levels, specialised versions of XX202 "XXX In Context" units may be approved for delivery at AQF 9, provided the Unit Learning Outcomes for the AQF 9 version incorporate both the key distinguishing elements of a "specialised studies" unit (XX206-912 and XX207-912) and those of an "in context" unit (XX202-X12).

5.20 Developing units normally have no pre/co-requisites at AQF 5, 6 and 8. As Developing units at AQF 7 are designed to be undertaken towards the end of a student's bachelor degree, there is a pre/co-requisite of 96cps of study, including 36 cps at AQF 6. There may also be specific pre/co-requisites for individual units.

5.21 **Advanced (Category C) units** are designed to build on students' previous studies in the same discipline. They are generally more focussed on a particular area of content than Developing units. They allow students to demonstrate advanced or specialised knowledge and skills for professional or highly skilled work or research. They may also provide a foundation for further studies in the field at higher levels.

5.22 Normally, individual unit content for Advanced units can be approved at AQF 7, 8 and 9.

5.23 As Advanced units at AQF 7 are elective units designed to be undertaken towards the end of a student's bachelor degree, there is a pre/co-requisite of 96cps of study for these units, including 36 cps at AQF 6. There may also be specific pre/co-requisites on individual units.

5.24 Advanced units normally have no pre/co-requisites at AQF 8.

5.25 As Advanced units at AQF 9 are designed to be undertaken towards the end of a student's masters degree, there is a minimum pre-requisite of 48cps at AQF 8 for these units. There may also be specific pre/co-requisites on individual units. General pre-requisites apply for the following types of units:

- For AQF 9 units in **OT** or **NT**: pre-requisites of 48cps at AQF 8 and 12cps from units in OT or NT with a unit code of OT004 or higher code or NT004 or higher code, or study deemed equivalent by the **University Registrar** to appropriately prepare students for undertaking the unit.
- For AQF 9 Capstone Experience units (**205-912) there is a pre-requisite of 48cps at AQF 8, including 12cps at AQF 8 or above from the same department (**Ministry & Practice**; **Bible & Languages**; **Christian Thought & History**).
- For AQF 9 Specialised Studies units (**206-912 and **207-912) and AQF 9 Advanced Independent Reading units (**201-912) there is a pre-requisite of 48cps at level 8, including 24cps at level 8 or above from the same department (**Ministry & Practice; Bible & Languages; Christian Thought & History**).

5.26 For AQF 8 & 9 Long Projects (**200-*24/**200-*36): pre-requisites of *Introduction to Research Methods* (AS001-812/912) and 24cps at AQF 8 or above in the field of study.

5.27 In Advanced units, it is expected that the **assessment** tasks for AQF 7 & 8 units will necessarily reflect the distinctive ULOs and Content Topics for these units in their form and style, given the advanced nature of the content topics being delivered. Therefore, these assessments will likely differ in form and in requirements from assessments in Developing units at AQF 7 & 8, even where somewhat similar Developing units may exist in the same fields. This is because the specifications (ULOs and Content Topics) of Advanced units are to be defined in a way that enables students to demonstrate broad and coherent (AQF 7), advanced (AQF 8), and specialised (AQF 9) knowledge and skills. Given the advanced and

specialised nature of Advanced units, they ought to contain characteristics reflected in the design of these units, and this will in turn necessarily shape the assessment tasks set for students at AQF 7&8 as well as Level 9 within Advanced units.

5.28 **Other (Category D) units** are outside of the normal confines of the Foundational/ Developing/Advanced categories. These include units such as Guided Spiritual Formation (levels 5/6/8), Guided Leadership Formation (levels 5/6/8), Lifelong Leadership, Bachelor Honours theses, and long projects of 12,000 words or greater within a coursework award.

Approval and administration

5.29 Any **Affiliated College**, **Head of Department** or the **AUT's Director of Teaching and Learning** or **Director of Research** can apply to have a new unit approved for delivery by submitting a *New Unit Submission Form* to the **EO** of the **Course Unit Review Committee (CURC)** at least one week before the scheduled **CURC** meeting. **CURC** meeting dates are available on the AUT Calendar. Guidelines are contained within the form.

5.30 The EO of the CURC reviews the documentation for completeness, requests further information where necessary, and adds the submission to the agenda for the next meeting.

5.31 CURC reviews the *New Unit Submission* with regard to the qualities of approved units and makes one of the following decisions which is communicated by the EO to the person submitting the form:

- Approve.
- Approve with minor amendments – changes to be made to the satisfaction of the EO and Chair of CURC.
- Approve with major changes or reject – a resubmission may be made to a future CURC meeting, or the submission may be withdrawn.

5.32 The Chair of CURC will report to each meeting of the Teaching and Learning Committee on any units approved since the last meeting of the Teaching and Learning Committee.

5.33 Where it is proposed to create a unit at a new AQF level which is already approved as an existing unit at one or more AQF levels, such requests may be forwarded directly to the AUT Office's Teaching & Learning Team, who will consult with the college in the creation of new ULOs for respective AQF level/s and revising bibliographies as required. The Director or Teaching & Learning and/or the Moderation & Inclusion Manager may then approve the new unit, without CURC approval being necessary in such cases.

5.33 The unit **curriculum**, including the **unit outline**, will be published by the University on its website.

5.34 The AUT will save the **unit outline** in **Paradigm** and the AUT website. The record of an AUT unit will include unit title; unit learning outcomes; content topics; admission requirements including pre/co-requisites and exclusions; and indicative bibliography. It will also contain additional relevant information such as: teaching field; a unit code containing the unique content identifier, AQF level, and volume of learning expressed as a credit point value and EFTSL.

5.35 Affiliated Colleges may provide additional information about a unit without further AUT approval on condition that no such information is at variance with the approved **curriculum**.

5.36 Delivery of a unit by an Affiliated College will be in accordance with the **Affiliation Agreement** of the College, *Moderation Policy*, and the *Unit Delivery Rules*.

Bibliographies

5.37 Affiliated College unit bibliographies issued to students are subject to ongoing review and approved through the moderation process as part of the **UQAF**. If they include "prescribed" works which are essential to completion of the unit and achievement of the ULOs, they must be accessible to students.

5.38 Indicative bibliographies included in the unit description on the AUT website are neither prescriptive nor restrictive. For this purpose, the AUT may use the indicative bibliography submitted as part of the unit approval, an Affiliated College bibliography submitted as part of the moderation process, or a consolidated bibliography emerging from the unit review process below, as determined by the Head of Department.

6. QUALITY ASSURANCE, CURRENCY AND REVIEW

6. 1 Units will be reviewed for viability and currency at least once every three years on a rotating basis.

6.2 Unit reviews will be undertaken by Affiliated College staff working in the **unit field**, with reference to the qualities of approved units. They will be coordinated by the Head of Department and the **AUT Office** together, generally at the annual departmental meetings.

6.3 The **AUT Quality Manager** will provide relevant information about each unit to be evaluated, including enrolment data, moderator feedback on the unit and student evaluations (**USES**) for the review period (where available), and information on the number of instances each grouping of units as defined by the unique content identifier had been undertaken in the review period.

6.4 Based on the work of the Affiliated College staff, each Head of Department and the AUT Office together, will submit to the EO of CURC an annual report which includes:

- Names of reviewers
- A list of the units reviewed in that round, including any left unchanged and any units to be archived (all those not delivered for four years, along with others as appropriate)
- The revised and/or consolidated units, including a marked-up version
- Recommendations for new units, as per the approval process, if required

6.5 The **Coursework Unit Review Committee** may approve the Head of Department and the AUT Office's recommendations, request further information, or reject one or more recommendations.

6.6 Approved changes to units will be made on the AUT website.

6.7 The Chair of CURC will submit a report to Teaching and Learning Committee and **Academic**

Board for them to note the units for which the review process has been completed.

7. RELATED DOCUMENTS AND LEGISLATION

Higher Education Standards Framework (Threshold Standards) 2021

8. VERSION HISTORY

Version	Approved by	Approval Date	Effective Date	Changes made
1	Coursework Committee	April 2019	Semester 1, 2020	
2	AUT Staff	8 October 2021	N/A	Updated template only, no policy changes
3	Academic Board	20 October 2023	20 October 2023	Review period modified; reference to CURC; incorporation of Bibliographies Policy and New Unit Approval Policy, addition of Unit Review details, general updates.
4	Coursework Committee (now Teaching & Learning Committee)	26 July 2024	26 July 2024	Incorporation of Unit Categories Policy; addition of Appendix 1: Glossary and Appendix 2: Differentiation of Learning Outcomes.
5	Council	26 May 2025	26 May 2025	Update to new document template; minor editorial updates to implement University status; define curriculum in relation to units
6	Teaching & Learning Committee	13 February 2026	13 February 2026	Scheduled Review. Three related AUT units management documents incorporated into the Policy as Appendices 3-5, with content updates made to these appendices to reflect current requirements and practices. Arrangements for ungraded units clarified. Minor editorial updates to terminology, references, and language.
7	Teaching & Learning Committee	11 September 2026	11 September 2026	Addition of new clause 5.33, to create simpler process for addition of new AQF level versions of existing units.

Any hard copy of this electronic document may not be current as the University regularly reviews its policies. The latest version can be found online at aut.edu.au

Appendix 1 – Glossary of Terms used within ULOs

I AQF Categories

1 Knowledge and Understanding

refer to students' awareness and comprehension of approved unit content. They will vary in depth, breadth, kinds, complexity and appreciation. These variations are recognised in the AQF levels of awards.

1.a *Foundational* knowledge and understanding

equates to AQF Level 5 and refers to knowledge and understanding of the Christian story, message and practice using basic sources and scholarship sufficient for professional Christian work under supervision and for further learning.

1.b *Developing* knowledge and understanding

equates to AQF Level 6 and refers to a wider range of knowledge and understanding of, and a more analytical perspective on, the Christian story, message and practice than for Level 5 using key sources and scholarship sufficient for professional Christian work under supervision and for further learning.

1.c *Functional* knowledge and understanding

equates to AQF Level 7 and refers to a broad and coherent knowledge and understanding of, and a critical perspective on, the Christian story, message and application, using standard sources and scholarship sufficient for autonomous professional practice in Christian ministry and for further learning.

1.d *Advanced* knowledge and understanding

equates to AQF Level 8 and refers to up-to-date and critical knowledge and understanding of the concepts, principles, sources and scholarship that inform the maintenance and practice of the Christian story and message in the contemporary world for enhanced professional practice and for further research-based learning.

1.e *Specialised* knowledge and understanding

equates to AQF Level 9 and refers to advanced, research-based knowledge and understanding of the concepts, principles, sources and scholarship that inform the development and practice of the Christian story and message in the contemporary world for enhanced professional practice and for further research-based learning.

II. ULO verbs and differentials

1. General

Demonstrate means to show understanding and capacity by providing evidence in word and action. The level of expectation will rise with the AQF level of the unit: i.e., foundational, developing, etc.

Exegete means to explain a text on the basis of close analysis and evaluation with a view to drawing out and clarifying meaning and relevance. Analysis and evaluation of the text is a multi-faceted

operation which includes: ascertaining the text, consideration of grammar and syntax, drawing out the bearing of authorship, date, occasion, audience, historical and cultural background, literary genre and rhetorical conventions. The level of expectation will rise with the AQF level of the unit.

Observe in Ministry and Practice contexts is a technical term which means to watch carefully and systematically the way something happens and to describe/analyse/evaluate it without intervening or trying to change it. The aim is to discover more about it as a basis for learning and reflection with a view to developing and improving practice. The level of expectation will rise with the AQF level of the unit.

Reflective practice is the process by which professional people deliberately and systematically review their role-performance and experience with a view to sustaining continuous learning and improvement in the way they work. By disclosing assumptions and values, revealing strengths and weaknesses, and identifying needs for particular learning and training, reflective practice is a basis of life-long learning, one of the ideals of theological education in the AUT.

2. Communication

The ULOs for all units include a "communication" requirement. At every level, perspectives must be evidence-based. That is, students' views must be rational and informed, and arise from conscientious engagement with the best available data and scholarship appropriate to each AQF level.

The distinctive "threshold" requirements of the AQF levels are specified as:

Organised (5): i.e. planned and arranged in a structured and coherent manner.

Analytical (6): i.e. topics are broken down into component parts on the way to coming to a defensible conclusion or position. This is an advance on "organised" because higher levels of method, insight and logic are required.

Critical (7): i.e. judgement is added to method as matters are not taken at face value and are assessed for strengths and weakness, merits and faults, bias, perspectivalism and logical fallacies. This is an advance on "analytical" in that higher levels of discrimination are required.

Research-aware (8): i.e. reflects understanding of the provisional nature of knowledge and its dependence on the research process behind current scholarship. It entails an understanding of the theoretical framework and methodology in the field of learning represented in a unit. This is an advance on "critical" in that it requires the familiarity with up-to-date literature and practice that marks it as "advanced".

Research-driven (9): reflects an investigative approach that prioritises evidence and experience as the bases of personal knowledge and understanding. It entails use of the theoretical framework and methodology in the field of learning represented in a unit. This is an advance on "research-aware" in that engages with current literature and practice with a view to testing its validity as the grounds for independent thinking and action.

Apart from Level 5, the communication requirement at each AQF level includes and presupposes the requirement at the lower level(s).

AQF Level 5

Outline means to provide a general account of a matter showing the essential features without going into close detail.

Reflect means to think intentionally, carefully and systematically with a view to deepening understanding and improving practice, and to identifying areas for further learning and training.

Comment on means to express an informed, evidence-based opinion.

Relate means to make connections between two or more things.

Trace means to give an account of the essential features of a matter with particular reference to its sources and development.

4. AQF Level 6

Analyse means to break a matter into its component parts and to look at those parts using evidence and arguments for and against for their meaning and legitimacy and to identify the connections between them. Analysing is required at AQF level 6 and above. Analysis becomes more complex and critical as it probes the assumptions and relevant contexts of positions/perspectives/practices.

Assess means to estimate the nature, ability, value and importance of.

Define means to specify the nature, elements, scope and meaning of.

Identify means to recognise, name correctly and describe the identity (who/what it is, its nature and origins, special features and its importance).

5. AQF Level 7

Critically refers to a habit of mind characterised by comprehensive exploration of evidence, texts, language, ideas, issues, perspectives and practices with reference to context, assumptions and presuppositions, usage and layers of meaning before accepting or formulating an opinion or position. Critical thinking is required at AQF level 7 and above.

Discuss means to talk or write about a matter, identifying its various aspects and considering the issues it raises.

Evaluate means to determine the worth or fitness of perspectives and practices on the basis of criteria, evidence and analysis taking into account relevant scholarship and learning sufficient for *functional* knowledge and understanding (AQF Level 7).

6. AQF Level 8

Examine means to survey comprehensively and probe deeply with a view to determining character, quality, viability and legitimacy. A method for achieving *advanced* knowledge and understanding (AQF Level 8), it represents an advance on "critically analyse" because it suggests a coupling of high level of critical awareness with individual agency and responsibility.

Interpret means to expound the meaning of a matter and clarify its significance. It requires rising above discrete facts and evidence to form integrated and synthetic perspectives. The scope of the underlying scrutiny, the coherence of the outcome and the value-judgment on the matter constitute *advanced* knowledge and understanding (AQF Level 8) and lifts "interpretation" above "explanation" and "discussion" at AQF Level 7.

7. AQF Level 9

Critique means to formulate an informed and considered judgment on the basis of detailed critical analysis and assessment of evidence and scholarly perspectives as an expression of *specialised* knowledge and understanding (AQF Level 9). Critique is an advance on "examination" in that it requires a higher level of critical understanding, integration of previous learning and experience, and independent judgment.

Investigate means to plan and conduct a systematic inquiry into a matter with a view to identifying and sifting the relevant evidence, ascertaining and examining the facts, defining and addressing the issues, and formulating judgments and making recommendations. A method for achieving *specialised* knowledge and understanding (AQF Level 9), it represents an advance on lower AQF levels by the depth of degree and scrutiny expected and the higher levels of autonomy and responsibility involved.

Appendix 2 – Differentiation of Learning Outcomes

AQF	CLOs (domain descriptors)	Level 5	Level 6	Level 7	Level 8	Level 9
A. Knowledge and Understanding	Discipline knowledge and understanding of … [including the principles and methods of professional and ethical/safe practice]	Demonstrate *foundational* knowledge and understanding of …	Demonstrate *developing* knowledge and understanding of …	Demonstrate *functional* knowledge and understanding of …	Demonstrate *advanced* knowledge and understanding of, and the research underlying, …	Demonstrate *specialised* knowledge and understanding of, and research principles and methods used in, …
B. Skills	In the following domains,	be able to				
	Inquiry and Analysis	Recognise, list Describe, outline, state, trace Observe	Identify, establish Define, clarify, analyse, Observe	Discuss (explore, discover, discern) Critically analyse (justify, refute) Observe	Examine, investigate, Observe	Investigate specialised problems and issues in … Evaluate own and others' assumptions and relevant contexts of …
	Problem solving and integration	 Reflect on, comment on Connect (elements of …) Demonstrate skills, practise, implement	Account for Reflect critically on, comment critically on Make connections Consider … (implications for theory and practice) Demonstrate skills, practise, implement	Explain Discuss Evaluate, assess, rate/rank, compare and contrast Critically connect, construct perspectives and approaches Determine … (implications for theory and practice) Devise, propose (solutions, responses) Demonstrate skills, practise, implement	Interpret Critique, appraise, review Integrate (synthesise from a range of perspectives and sources) Design (solutions, responses, programs) Demonstrate skills, practise, implement	Integrate sources and perspectives … Theorise about … Formulate positions on … Propose solutions to…
	Communication	Present organised evidence-based perspectives on …	Present analytical, evidence-based perspectives on …	Present critical evidence-based perspectives on …	Present *research-aware* evidence-based perspectives on …	Present independent *research-driven* perspectives on …
C. Application	With respect to,	be capable of				
	Teamwork and professional practice	Relating perspectives and skills from … to ministry contexts and contemporary Christian living	Applying perspectives and skills from … to ministry contexts and contemporary Christian living	Applying perspectives and skills from … to ministry practice and contemporary Christian living as a reflective practitioner	Applying advanced perspectives and skills from … to ministry practice and contemporary Christian living as a reflective practitioner	Developing research-based perspectives and skills from … for ministry practice and contemporary Christian living as a reflective practitioner
	Engagement with the world					
	Continuous learning and professional development					

Appendix 3 – Capstone Unit Management Guidelines

1. PURPOSE

To outline the management of capstone units in the Advanced category (Category C), which have a common content and learning outcome framework. Capstone units are one way in which the AUT ensures its courses meet the AQF specification for Masters Degrees (Coursework) "to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship" and Masters Degrees (Extended) "to plan and execute a substantial research-based project, capstone experience and/or professionally focused project." See: Addenda to AQF Second Edition: Masters Degree and Masters Degree (Extended), May 2014 and November 2024).

2. DEFINITIONS

Definitions for any words in **Bold** in this document can be found in the Policy Glossary. The first instance of each defined term has been outlined in bold.

3. SCOPE

This Appendix applies to all capstone units in AQF level 9 awards (**205-912, **209-912, **210-912).

4. POLICY STATEMENT

In accordance with this *Policy as outlined above*, the **Australian University of Theology** (**AUT**) establishes centralised curriculum of content and learning outcomes for **units** of study. For **capstone units** in the category of **advanced** units (category C), the content parameters and specified learning outcomes of the units are intentionally common across multiple units.

5. PRINCIPLES

5.1 **Capstone** units are in the **advanced** category (Category C) and exist at **AQF** Level 9.

5.2 **Capstone** units are designed to:

a) measure the capstone unit learning outcomes;

b) engage students in real-world scenarios (whether in historical or contemporary contexts) and to solve real-world problems in order to apply their learning from throughout their course;

c) integrate learning from various fields, i.e. the three (3) distinct AUT Departments (e.g. PC is within the department of Ministry and Practice, and a PC capstone will primarily focus on learning from the PC field, and then integrate learning from a field/s within the department of Bible and Languages, and a field/s within the Christian Thought and History department);

d) challenge students to demonstrate the outcomes of their learning within their own unique and authentic personal and/or professional contexts;

e) allow students to demonstrate personal and professional growth, especially with regard to the knowledge, skills and values of the learning outcomes.

5.3 Content: unit coordinators may create opportunities for students to suggest, adapt, co-create, or design their own topic/s for investigation in the capstone unit.

5.4 Set readings: unit coordinators may create opportunities for students to suggest, adapt, co-create, or develop a list of resources as part of the execution of the capstone experience.

5.5 Assessment: capstone units may consist of up to three (3) assessment instruments designed to build to the integration of learning from various fields and addressing a real-world scenario.

5.6 The below table outlines the **unit learning outcomes** which have been established for all **capstone** units:

AQF Level	**ULO area**	**CLO alignment**	**Learning Outcome**
9	Knowledge A.1. Know and Understand	Discipline knowledge and understanding	Demonstrate Specialised knowledge and understanding of interrelationships in research and learning in various fields of study across each department of AUT, with particular attention to a topic within XX [field/unit name] (i.e. BB, CH, DE, EM, IN, LA, NT, OT, PC, PE, TH)
9	Skills B. Be able to: 1. Inquire and Analyse	Inquiry and analysis	Synthesise research and learning in various fields of study, with particular attention to XX [field/unit name]
9	Skills B. Be able to: 2. Problem solve and integrate	Problem solving and integration	Propose solutions to a real-world problem (historical or contemporary) through the planning and execution of assessment activities that Integrate research and learning in various fields of study across each department of AUT
9	Skills B. Be able to: 3. Communicate	Communication	Present independent research-driven perspectives from various fields of study which cohere to address a real-world scenario, with particular attention to XX [field/unit name]
9	Application C.1. Be in a position to:	Teamwork and professional practice; Engagement with the world; Continuous learning and professional development	Develop research-based perspectives and skills from various fields for ministry practice and contemporary Christian living as a reflective practitioner

Review Procedures

5.7 In accordance with this *Policy* as outlined above, capstone units will be regularly reviewed for viability and currency on a rotating cycle. As the unit content and **learning outcomes** for **capstone units** are common across multiple units, the unit review for **advanced** (Category C) **capstone units** is conducted through a review of this policy document by the Coursework Unit Review Committee with a recommendation to the Teaching and Learning Committee for confirmation or revision, and then implemented across all impacted units.

Appendix 4: Management of Set text units

1. PURPOSE

To outline the management of "set text" units (sometimes also referred to as "exegesis" units) in the 'Developing' Category (Category B) with a common content and learning outcome framework, making individual contributions to the completion of the learning outcomes of a student's course.

2. DEFINITIONS

Definitions for any words in **Bold** in this document can be found in the Policy Glossary.

3. SCOPE

This Appendix applies to all AUT coursework awards, and to all set text units in the 'Developing' category (Category B). It does not apply to Category C units: please refer to Appendix 5 of this Policy for details regarding Category C units which are 'exegetical' units in the OT and NT fields.

4. POLICY STATEMENT

In accordance with the *Units Policy*, the **University** establishes a centralized curriculum of content and learning outcomes for **units** of study. For **set text units** in the category of **Developing** units ('Category B,' outlined in the Schedule at the end of this Appendix, below), the content parameters and specified learning outcomes of the units are intentionally common across multiple units. A series of units can have the same content parameters and specified learning outcomes, and when undertaken with a new focus area, create unique contributions to the achievement of **course learning outcomes**.

5. PRINCIPLES

Common content standards across multiple units within an area

5.1 **Set text** exegesis units within the **Developing** category (category B) exist at **AQF** Levels (5), 6, 7 and 8, and are separated into four groups:

a) Old Testament set text units in English

b) New Testament set text units in English

c) Old Testament set text units in Hebrew

d) New Testament set text units in Greek

5.2 The table below outlines the content standards which have been established for all **set text** units in the **Developing** category (see the Schedule at the end of this Appendix for a full list of applicable units and titles):

Old Testament Set Text units in English	New Testament Set Text units in English	Old Testament Set Text units in Hebrew	New Testament Set Text units in Greek
Candidates are required to learn and employ exegetical methods of modern critical scholarship. The critical issues of [insert unit title]. Exegesis of a relevant section of the English Old Testament text, of approximately 4-10 chapters depending on the focus of the unit as taught. Application for ministry/vocation.	Candidates are required to learn and employ exegetical methods of modern critical scholarship. The critical issues of [insert unit title]. Exegesis of a relevant section of the English New Testament text, of approximately 4-10 chapters depending on the focus of the unit as taught. Application for ministry/vocation.	Candidates are required to learn and employ exegetical methods of modern critical scholarship. The critical issues of [insert unit title]. Translation and exegesis of a relevant section of the Hebrew Old Testament text, of approximately 3-8 chapters depending on the focus of the unit as taught. Application for ministry/vocation.	Candidates are required to learn and employ exegetical methods of modern critical scholarship. The critical issues of [insert unit title]. Translation and exegesis of a relevant section of the Greek New Testament text, of approximately 3-8 chapters depending on the focus of the unit as taught. Application for ministry/vocation.

Common unit learning outcomes across multiple units within a group

5.3 The table below outlines the **unit learning outcomes** area of **Knowledge** which have been established for all **set text** units in the **Developing** category (see see the Schedule at the end of this Appendix for a full list of applicable units and titles):

AQF Level	ULO area	Old Testament Set Text units in English	New Testament Set Text units in English	Old Testament Set Text units in Hebrew	New Testament Set Text units in Greek
5	Knowledge A.1. Know and Understand	Demonstrate Foundational knowledge and understanding of the English text of [book/unit title]	Demonstrate Foundational knowledge and understanding of the English text of [book/unit title]	Demonstrate Foundational knowledge and understanding of the Hebrew text of [book/unit title]	Demonstrate Foundational knowledge and understanding of the Greek text of [book/unit title]
6	Knowledge A.1. Know and Understand	Demonstrate Developing knowledge and understanding of the English text of [book/unit title]	Demonstrate Developing knowledge and understanding of the English text of [book/unit title]	Demonstrate Developing knowledge and understanding of the Hebrew text of [book/unit title]	Demonstrate Developing knowledge and understanding of the Greek text of [book/unit title]
7	Knowledge A.1. Know and Understand	Demonstrate Functional knowledge and understanding of the English text of [book/unit title]	Demonstrate Functional knowledge and understanding of the English text of [book/unit title]	Demonstrate Functional knowledge and understanding of the Hebrew text of [book/unit title]	Demonstrate Functional knowledge and understanding of the Greek text of [book/unit title]

8	Knowledge A.1. Know and Understand	Demonstrate Advanced knowledge and understanding of the English text of [book/unit title]	Demonstrate Advanced knowledge and understanding of the English text of [book/unit title]	Demonstrate Advanced knowledge and understanding of the Hebrew text of [book/unit title]	Demonstrate Advanced knowledge and understanding of the Greek text of [book/unit title]

5.4 The table below outlines the **unit learning outcomes** area of **Skills** which have been established for all **set text** units in the **Developing** category (see the Schedule at the end of this Appendix for a full list of applicable units and titles):

AQF Level	ULO area	Old Testament Set Text units in English	New Testament Set Text units in English	Old Testament Set Text units in Hebrew	New Testament Set Text units in Greek
5	Skills B. Be able to: 1. Inquire and Analyse 2. Problem solve and integrate 3. Communicate	1. Outline the 'introductory' issues in understanding [book/unit title] 2. Trace the key themes and theological concepts within the selected text 3. Comment on the meaning of selected passages of the English text	1. Outline the 'introductory' issues in understanding [book/unit title] 2. Trace the key themes and theological concepts within the selected text 3. Comment on the meaning of selected passages of the English text	1. Outline the 'introductory' issues in understanding [book/unit title] 2. Trace the key themes and theological concepts within the selected text 3. Comment on the meaning of selected passages of the Hebrew text	1. Outline the 'introductory' issues in understanding [book/unit title] 2. Trace the key themes and theological concepts within the selected text 3. Comment on the meaning of selected passages of the Greek text
6	Skills B. Be able to: 1. Inquire and Analyse 2. Problem solve and integrate 3. Communicate	1. Analyse the 'introductory' issues in understanding of [book/unit title] 2. Reflect Critically on the main themes and theological teachings of the selected text 3. Exegete selected passages of the English text	1. Analyse the 'introductory' issues in understanding of [book/unit title] 2. Reflect Critically on the main themes and theological teachings of the selected text 3. Exegete selected passages of the English text	1. Analyse the 'introductory' issues in understanding of [book/unit title] 2. Reflect Critically on the main themes and theological teachings of the selected text 3. Translate and exegete selected passages of the Hebrew text	1. Analyse the 'introductory' issues in understanding of [book/unit title] 2. Reflect Critically on the main themes and theological teachings of the selected text 3. Translate and exegete selected passages of the Greek text
7	Skills B. Be able to: 1. Inquire and Analyse 2. Problem	1. Critically Analyse the 'introductory' issues in understanding of [book/unit title] 2. Discuss various perspectives	1. Critically Analyse the 'introductory' issues in understanding of [book/unit title] 2. Discuss various perspectives	1. Critically Analyse the 'introductory' issues in understanding of [book/unit title] 2. Discuss various	1. Critically Analyse the 'introductory' issues in understanding of [book/unit title] 2. Discuss various perspectives

	solve and integrate 3. Communicate	regarding the main themes and theological teachings of the selected text 3. Exegete selected passages of the English text	regarding the main themes and theological teachings of the selected text 3. Exegete selected passages of the English text	perspectives regarding the main themes and theological teachings of the selected text 3. Translate and exegete selected passages of the Hebrew text	regarding the main themes and theological teachings of the selected text 3. Translate and exegete selected passages of the Greek text
8	Skills B. Be able to: 1. Inquire and Analyse 2. Problem solve and integrate 3. Communicate	1. Examine the 'introductory' issues in understanding [book/unit title] 2. Evaluate alternative interpretations of the main themes and theological teachings of the selected text 3. Exegete selected passages of the English text	1. Examine the 'introductory' issues in understanding [book/unit title] 2. Evaluate alternative interpretations of the main themes and theological teachings of the selected text 3. Exegete selected passages of the English text	1. Examine the 'introductory' issues in understanding [book/unit title] 2. Evaluate alternative interpretations of the main themes and theological teachings of the selected text 3. Translate and exegete selected passages of the Hebrew text	1. Examine the 'introductory' issues in understanding [book/unit title] 2. Evaluate alternative interpretations of the main themes and theological teachings of the selected text 3. Translate and exegete selected passages of the Greek text

5.5 The below table outlines the **unit learning outcomes** area of **Application** which have been established for all **set text** units in the **Developing** category (see the Schedule at the end of this Appendix for a full list of applicable units and titles)

AQF Level	**ULO area**	**Old Testament Set Text units in English**	**New Testament Set Text units in English**	**Old Testament Set Text units in Hebrew**	**New Testament Set Text units in Greek**
5	Application C.1. Be in a position to:	Relate the teaching of the selected text to contemporary Christian living and ministry contexts	Relate the teaching of the selected text to contemporary Christian living and ministry contexts	Relate the teaching of the selected text to contemporary Christian living and ministry contexts	Relate the teaching of the selected text to contemporary Christian living and ministry contexts
6	Application C.1. Be in a position to:	Apply the teaching of the selected text to contemporary Christian living and ministry practice	Apply the teaching of the selected text to contemporary Christian living and ministry practice	Apply the teaching of the selected text to contemporary Christian living and ministry practice	Apply the teaching of the selected text to contemporary Christian living and ministry practice
7	Application C.1. Be in a position to:	Apply the teaching of the selected text to contemporary Christian living and ministry practice	Apply the teaching of the selected text to contemporary Christian living and ministry practice	Apply the teaching of the selected text to contemporary Christian living and ministry practice	Apply the teaching of the selected text to contemporary Christian living and ministry practice
8	Application	Apply the teaching of the selected text to	Apply the teaching of the selected text to	Apply the teaching of the selected text to	Apply the teaching of the selected text to

	C.1. Be in a position to:	contemporary Christian living and ministry practice	contemporary Christian living and ministry practice	contemporary Christian living and ministry practice	contemporary Christian living and ministry practice

Review Procedures

5.7 In accordance with this *Policy* as outlined above, set text units will be regularly reviewed for viability and currency on a rotating cycle. As the unit content and **learning outcomes** for **set text units** are common across multiple units, the unit review for **Developing** (Category B) **set text units** is conducted through a review of all set text units listed in the Schedule below, and with common and consistent standards and changes implemented across all impacted units at the same time.

<u>Schedule:</u> List of Developing (category B) set text exegesis units, including type, available levels and current unit codes

Note: This Schedule may be updated by the AUT Registrar and/or Director of Academic Services, to reflect unit decisions which have been made by the TLC and the CURC, without the need for further approval of this document by the TLC.

Unit title	UCI	L5	L6	L7	L8
NT English					
General Epistles (English)	NT020		NT020-612	NT020-712	NT020-812
New Testament Apocalyptic (English)	NT022		NT022-612	NT022-712	NT022-812
Other Writings (English)	NT024		NT024-612	NT024-712	NT024-812
Paul and Corinthian Christianity (English)	NT010	NT010-512	NT010-612	NT010-712	NT010-812
Pauline Theology and Romans (English)	NT018		NT018-612	NT018-712	NT018-812
Romans (English)	NT026		NT026-612	NT026-712	NT026-812
Romans: Perspectives for Life and Ministry	NT051		NT051-612	NT051-712	NT051-812
The Epistle to the Hebrews (English)	NT012		NT012-612	NT012-712	NT012-812
The Fourth Gospel (English)	NT016		NT016-612	NT016-712	NT016-812
The Pastoral Epistles (English)	NT014		NT014-612	NT014-712	NT014-812
The Synoptic Gospels (English)	NT008		NT008-612	NT008-712	NT008-812
NT Greek					
General Epistles (Greek)	NT021		NT021-612	NT021-712	NT021-812
Introduction to Greek Exegesis (John's Gospel)	NT028		NT028-612	NT028-712	NT028-812
New Testament Apocalyptic (Greek)	NT023		NT023-612	NT023-712	NT023-812
Other Writings (Greek)	NT025		NT025-612	NT025-712	NT025-812
Paul and Corinthian Christianity (Greek)	NT011		NT011-612	NT011-712	NT011-812
Pauline Theology and Romans (Greek)	NT019		NT019-612	NT019-712	NT019-812
Principles and Practice of New Testament Exegesis (Greek)	NT029		NT029-612	NT029-712	NT029-812
Romans (Greek)	NT027		NT027-612	NT027-712	NT027-812
The Epistle to the Hebrews (Greek)	NT013		NT013-612	NT013-712	NT013-812
The Fourth Gospel (Greek)	NT017		NT017-612	NT017-712	NT017-812
The Pastoral Epistles (Greek)	NT015		NT015-612	NT015-712	NT015-812
The Synoptic Gospels (Greek)	NT009		NT009-612	NT009-712	NT009-812
OT English					
Daniel (English)	OT018		OT018-612	OT018-712	OT018-812
Ecclesiastes (English Text)	OT062		OT062-612	OT062-712	OT062-812
Eighth Century Prophets (English)	OT012		OT012-612	OT012-712	OT012-812
Exilic Prophecy (English)	OT014		OT014-612	OT014-712	OT014-812
Ezra - Nehemiah (English Text)	OT058		OT058-612	OT058-712	OT058-812
Former Prophets (English)	OT010		OT010-612	OT010-712	OT010-812
Genesis (English)	OT026		OT026-612	OT026-712	OT026-812
Genesis 1-11 (English)	OT066		OT066-612	OT066-712	OT066-812
Interpreting and Applying 1 & 2 Kings	OT038		OT038-612	OT038-712	
Isaiah (English)	OT022	OT022-512	OT022-612	OT022-712	OT022-812
Jeremiah (English)	OT024		OT024-612	OT024-712	OT024-812

Leviticus Exegesis (English)	OT032		OT032-612	OT032-712	OT032-812
Post-exilic Prophecy (English)	OT030		OT030-612	OT030-712	OT030-812
The Megillot: the Five Scrolls (English)	OT028		OT028-612	OT028-712	OT028-812
The Pentateuch (English)	OT008		OT008-612	OT008-712	OT008-812
The Psalter (English)	OT020	OT020-512	OT020-612	OT020-712	OT020-812
Theological Exegesis of Esther (English Text)	OT069		OT069-612	OT069-712	OT069-812
Wisdom Literature (English)	OT016		OT016-612	OT016-712	OT016-812
OT Hebrew					
Daniel (Hebrew)	OT019		OT019-612	OT019-712	OT019-812
Eighth Century Prophets (Hebrew)	OT013		OT013-612	OT013-712	OT013-812
Exilic Prophecy (Hebrew)	OT015		OT015-612	OT015-712	OT015-812
Ezra - Nehemiah (Hebrew Text)	OT059		OT059-612	OT059-712	OT059-812
Former Prophets (Hebrew)	OT011		OT011-612	OT011-712	OT011-812
Genesis (Hebrew)	OT027		OT027-612	OT027-712	OT027-812
Genesis 1-11 (Hebrew)	OT067		OT067-612	OT067-712	OT067-812
Interpreting and Applying 1 & 2 Kings (Hebrew)	OT068		OT068-612	OT068-712	OT068-812
Isaiah (Hebrew)	OT023		OT023-612	OT023-712	OT023-812
Jeremiah (Hebrew)	OT025		OT025-612	OT025-712	OT025-812
Leviticus Exegesis (Hebrew)	OT031		OT031-612	OT031-712	OT031-812
Post-Exilic Prophecy (Hebrew)	OT029		OT029-612	OT029-712	OT029-812
Principles and Practice of Old Testament Exegesis (Hebrew)	OT033		OT033-612	OT033-712	OT033-812
The Megillot: the Five Scrolls (Hebrew)	OT043		OT043-612	OT043-712	OT043-812
The Pentateuch (Hebrew)	OT009		OT009-612	OT009-712	OT009-812
The Psalter (Hebrew)	OT021		OT021-612	OT021-712	OT021-812
Theological Exegesis of Esther (Hebrew Text)	OT070		OT070-612	OT070-712	OT070-812
Wisdom Literature (Hebrew)	OT017		OT017-612	OT017-712	OT017-812

Appendix 5: AQF 9 'Specialised Studies In...' Unit Guidelines

1. PURPOSE

To define and explain AQF Level 9 specialised study units and their operation.

2. PRINCIPLES

3.1 Level 9 Specialised Study in….' units are NOT:

3.1.1 Capstone Units

3.1.2 Independent Reading Units

3.1.3 Conference Participation Units

3.1.4 Project Units

3.1.5 'Advanced …' Units

3.2 Level 9 Specialised Study in….' units:

3.2.1 are Category C units designed to provide the opportunity for students enrolled in Masters awards to 'sit alongside' (either face to face or virtually) other students who are undertaking Category B units at AQF Levels 6/7/8, for example, in Capstone units. (They may also be used with other Category C units at Levels 8 and 9).

3.2.2 require students to meet these units' own specific Learning Outcomes, which will be distinct from the Learning Outcomes applying to any Category B units. Consequently, Readings and Assessment Tasks and some Content will differ from the other (L6/L7/L8) students with whom they 'sit alongside', to fulfil their Learning Outcomes Related Documents

3.2.3 are 12cp units, and as such the total volume of learning for these units is 150 hours. Content, learning activities, readings, assessments are to be developed with this in mind in order for students to demonstrate the achievement of the Learning Outcomes.

3.3 Examples of how Level 9 Specialised Study in….' units work

3.3.1 Example 1: Level 6/7/8 Exegetical Units

A College offers NT027-612/712/812 – Romans (Greek)

Students enrol in each of Levels 6, 7 and 8.

In addition, a student or number of students enrol in NT207-912 Specialised Studies in New Testament – Romans (Greek), as developed by the lecturer, and approved by the Moderator.

All students enrolled in NT027-612/712/812 attend the same classes, complete the readings and submit the assessment tasks that are appropriately differentiated for their respective Levels.

What happens with the students enrolled in NT207-912?

The focus of these students' Specialised Study (as might be approved by the moderator in this example), is to evaluate the contribution of Romans 5 to Paul's perspective on justification in Romans 1-8, its bearing on understanding the atonement and the implications for contemporary ministry.

These students also attend the same classes and benefits from the content and discussions, however, the readings and assessments they undertake are different to the other students.

The content will be adjusted, the readings will have been narrowed and deepened, the learning activities varied, and the Assessment Tasks will have been carefully scaffolded and integrated to ensure the specific Learning Outcomes of NT207-912 are achieved.

In the same way this can be applied to exegetical units in English, as could be done in the above example if students were enrolled in NT026-612/712/812 Romans – English, alongside NT206-912 (with Romans-English arrangements approved by the moderator), where they would use only the English text.

3.3.2 Example 2: Ministry and Practice Units

A College offers PC035-612/712/812 - Principles of Leadership and Management

Students enrol in each of Levels 6, 7 and 8

In addition, a student or number of students enrol in PC206-912 Specialised Studies in Pastoral and Church-Focussed Ministry – Principles of Leadership and Management, as developed by the lecturer, and approved by the Moderator.

All students enrolled in PC035-612/712/812 attend the same classes, complete the readings and submit the assessment tasks that are appropriately differentiated for their respective Levels.

What happens with the students enrolled in PC206-912?

The focus of these students' Specialised Study (as might be approved by the moderator in this example), is to evaluate the use of a 'systems theory' approach to understanding the dynamics (or disfunctions) of a local church or Christian organisation, its contribution to ways of analysing healthy (or unhealthy) organisational relationships and the implications for contemporary ministry.

As in the previous example, these students also attend the same classes and benefits from the content and discussions, however, the readings and assessments they undertake are different to the other students.

The content will be adjusted, the readings will have been narrowed and deepened, the learning activities varied, and the Assessment Tasks will have been carefully scaffolded and integrated to ensure the Learning Outcomes are achieved.

3.3.3

3.4 Unit Offerings & Student Course Planning Matters

3.4.1 Can Colleges have two ‘Specialised Studies in …’ Units for ‘exegesis’ units, one in the original biblical language, and one in English?

Yes, provided that the relevant units (and unit codes) are used, noting that separate and distinct units (and unit codes) exist for English ‘exegesis’ units and ‘exegesis’ units in Greek and Hebrew.

Please Note:

There is NO requirement that a student complete any specific Specialised Study Unit in the original biblical language.

Such a unit may be completed in the original biblical language but this CANNOT be required of a student in relation to a given unit. Students are only required to meet the overall original language study requirement for their degree, and are not required to do any original language units as Level 9 ‘Specialised Studies in…’ units.

3.4.2 Can the ‘Specialised Studies in …’ units be used to meet the MDiv requirement of 24cps of set books in original biblical language/s?

Yes, but only where the relevant Level 9 ‘Specialised Studies in…’ unit(s) require the use of original biblical languages, i.e., their Learning Outcomes require the use of original language/s.

3.4.3 Do students still have to meet attendance requirements?

Please refer to the current version of the Unit Enrolment and Results Policy for up-to-date information regarding these requirements.

3.4.4 What processes and requirements apply to submission of UQAFs and moderation of ‘Specialised Studies in…’ units?

Please refer to the current version of the Moderation Policy for up-to-date information regarding these requirements.