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## ASCED CLASSIFICATION OF SUBJECT DISCIPLINES PROCEDURES

| <b>Parent Policy Title</b>                            | ASCED Classification of Subject Disciplines Policy (ASCED Policy).   |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
|---|--|------|---------|--|---|-------------------------------|---|-------------------------------------|---|-------------------------------|---|--|---|---|--|-----------------------------|-----|--------------------------------|-----|---|-----|
| <b>Associated Document</b>                            | ASCED Classification of Subject Disciplines Guidelines (ASCED Guidelines).   |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
| <b>Preamble</b>                                       | This procedure is to explain the process for classifying units under the Australian Standard Classification of Education (ASCED).  |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
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| Item  | Section  |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
| Explanation of the ASCED and its structure            | 1  |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
| Essential reference materials                         | 2  |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
| 'First principle' of classification                   | 3  |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
| Responsibilities of Faculties                         | 4  |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
| Responsibilities of Academic Services Division        | 5  |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
| Process for classifying a subject discipline:         |  |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
| • Scenario one: exact match                           | 6.1  |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
| • Scenario two: no exact match                        | 6.2  |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
| • Scenario three: mixed or multi-disciplinary content | 6.3  |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
| <b>1. Explanation of the ASCED and its structure</b>  | <p>The ASCED was developed by the Australian Bureau of Statistics. ASCED is a statistical classification for use in the collection and analysis of data on educational activity and attainment. The classification was developed as part of a national framework for the storage, exchange and dissemination of statistical and administrative data on educational activity in Australia. ASCED has a three-tiered structure</p> <p><b>Broad Discipline group (Branch of learning):</b> There are twelve categories of Broad Discipline group. Each has a two-digit numeric code.</p> <p><b>Narrow Discipline group:</b> Each Broad Discipline group is subdivided into Narrow Discipline groups, the number of which varies from one Broad group to another. Narrow Discipline groups have a four-digit numeric code. The first two digits are the code for the Broad Discipline group in which the Narrow Discipline group is located.</p> <p><b>Detailed Discipline group:</b> Each Narrow Discipline group is subdivided into Detailed Discipline groups. the number of which varies from one Narrow group to another. Detailed Discipline groups have a six-digit numeric code. The first four digits are the code for the Narrow Discipline group in which the Detailed discipline group is located.</p> |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |
| <b>2. Essential references</b>                        | <p>A simple <a href="#">list of Broad, Narrow and Detailed Discipline groups</a>.</p> <p>The Government listing of <a href="#">Discipline groups</a> (See Appendices 10 &amp; 11).</p>   |      |         |  |   |                               |   |                                     |   |                               |   |  |   |   |  |                             |     |                                |     |   |     |

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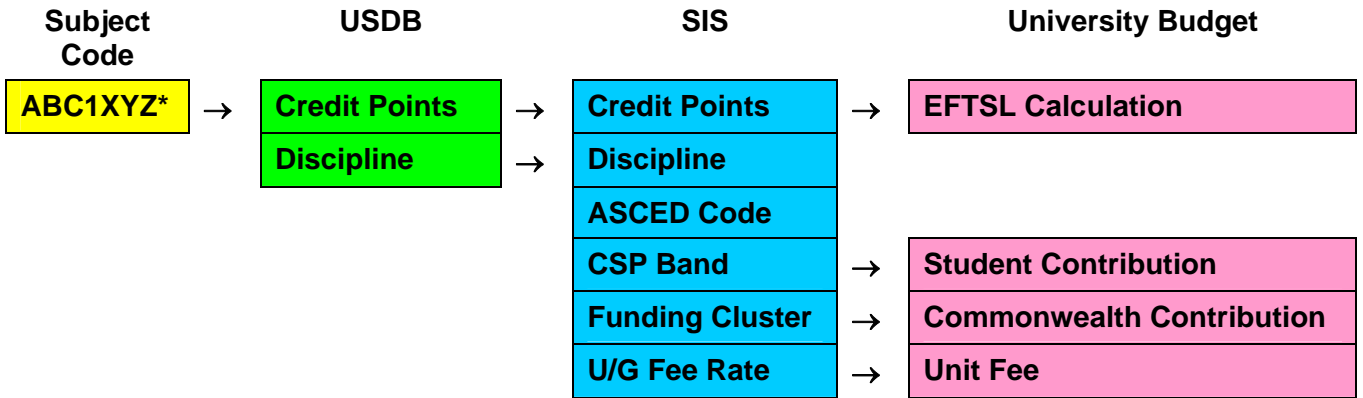
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| <b>3. 'First principle' of classification</b>          | <p>Every subject must be assigned to as detailed a level of Discipline group as possible. This must be <i>at least</i> the Narrow Discipline group.</p>  |
| <b>4. Responsibility of Faculties</b>                  | <p>Faculties are responsible for:</p> <ul style="list-style-type: none"> <li>• assigning subject disciplines using expert academic input and the principles outlined in these procedures and in the ASCED Guidelines;</li> <li>• sending an email with the title of the subject and the proposed ASCED code to the Director, Academic Services or nominee for review before the subject is given final approval by the Faculty Board;</li> <li>• providing supporting documentation, detailing the reasons, when a subject does not fit within the framework of the ASCED Procedures or Guidelines;</li> <li>• entering the La Trobe discipline code for the subject accurately on the Unit (Subject) Database (USDB);</li> <li>• being accountable for their submissions regarding the assignment of subject discipline codes.</li> </ul>   |
| <b>5. Responsibility of Academic Services Division</b> | <p>The Academic Services Division is responsible for:</p> <ul style="list-style-type: none"> <li>• maintaining on the University's Student information System (SIS) a set of the discipline codes in use, based on the ASCED as used by DEEWR, to assist Faculties in assigning disciplines to subjects;</li> <li>• providing a list of all discipline codes on the University's SIS and the linked ASCED to Faculties as required to assist in assigning disciplines to subjects;</li> <li>• checking that the discipline code assigned to all new and substantively revised subjects is compliant with these Procedures and with the ASCED Guidelines, identifying inconsistencies, and seeking supporting documentation and clarification from Faculties if required;</li> <li>• approving ASCED codes for new and substantively revised subjects, on behalf of the Curriculum, Teaching and Learning Committee;</li> <li>• ensuring appropriate quality assurance, documentation and accountability trails on behalf of the Curriculum, Teaching and Learning Committee;</li> <li>• providing a diagram explaining the links between the USDB, SIS, subject discipline code and ASCED code (Appendix 1 to these Procedures); and</li> <li>• ensuring that discipline codes are mapped to ASCED codes in the USDB, to ensure that entry of a discipline code automatically populates the ASCED code field.</li> </ul> |
| <b>6. Process for classifying a subject discipline</b> | <p>The following three general scenarios require slightly different approaches (refer also to the worked examples at Appendix B to these Procedures).</p>  |
| <b>6.1 A Detailed Discipline group</b>                 | <p>Where the ASCED contains a Detailed Classification that corresponds to the discipline of the subject to be classified, that Detailed Classification should be</p>   |

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| <p><b>corresponds exactly to the subject to be classified.</b></p>                                  | <p>used.</p> <p>For example: <b>Ecology</b> should be classified under the Detailed Discipline group <b>010905</b> (Natural and Physical Sciences/Biological Sciences/<b>Ecology</b> and Evolution) and not under <b>050999</b> (Agricultural, Environmental and Related Studies/Environmental Studies/Environmental Studies not elsewhere classified). Refer to the worked example in Appendix 2.</p> |
| <p><b>6.2 No Detailed Discipline group corresponds exactly to the subject to be classified.</b></p> | <p>Where the ASCED does not contain a Detailed Classification that corresponds exactly to the discipline of the subject to be classified, then classification needs to be a balanced decision that takes account of all close possibilities.</p> <p>Refer to the examples in Appendix 2.</p>   |
| <p><b>6.3 Subject to be classified has mixed or multi-disciplinary content</b></p>                  | <p>Use the most relevant ASCED code. For example, a subject that includes elements of disciplines such as Recreation (50%), Culture (25%), and Environmental Observation (25%) should be classified as Recreation. The order of topics and the emphasis in the subject description often assists when making such an assessment.</p>   |
| <p><b>Status</b></p>  | <p>New. Embeds Academic Board decision of 04.06.08, Meeting AB08/70(M), Min. 424.3.4.</p>  |
| <p><b>Approval Body</b></p>   | <p>Academic Services Division</p>  |
| <p><b>Initiating Body</b></p>   | <p>Director, Academic Services Division</p>  |
| <p><b>Date Effective</b></p>  | <p>June 2008</p>   |
| <p><b>Next Review Date</b></p>  | <p>October 2013</p>  |
| <p><b>Owner/Sponsor</b></p>   | <p>Director, Academic Services</p>   |
| <p><b>Author</b></p>  | <p>Policy Consultant, Academic Services Division</p>   |
| <p><b>Contact person</b></p>  | <p><a href="mailto:tables@latrobe.edu.au">tables@latrobe.edu.au</a></p>  |

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## APPENDIX 1 TABLE OF RELATIONSHIPS



- \*ABC = High-level discipline code (three characters)
- 1 = Year level (1, 2, 3, 4, 5 or 6)
- XYZ = Three-character acronym or abbreviation of subject title

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## APPENDIX 2 CLASSIFICATION EXAMPLES

There are three general principles that should be followed when classifying a subject discipline.

### 1. Where the classification provides a Detailed field that corresponds to the subject discipline, use that.

Ecology is classified under the Detailed Discipline group Biological Sciences - **010905 Ecology and Evolution** and not the Narrow Discipline group **0509 Environmental Studies**. Compare:

#### **0509 Environmental Studies**

*Environmental Studies is the study of the relationships between living organisms and the natural, rural, industrial and urban environments. It includes the study of the impact humans have upon the natural environment.*

*The main purpose of this narrow field of education is to develop an understanding of the scientific aspects of the environment and the procedures required to establish an environmentally sustainable society. It also involves developing an understanding of how physical, economic, social and technological factors effect the environment.*

*Courses in Narrow Field 0509 Environmental Studies develop skills in:*

- *applying the principles and practices of managing natural ecosystems*
- *assessing the impact of humans on the environment*
- *preparing environmental impact statements*
- *identifying, evaluating and analysing environmental issues of current and future significance*

*This narrow field comprises the following detailed fields:*

*050901 Land, Park and Wildlife Management*

*050999 Environmental Studies, n.e.c. (not elsewhere classified)*

#### **0109 Biological Sciences**

*Biological Sciences is the study of the structure, function, reproduction, growth, evolution and behaviour of living organisms.*

*The main purpose of this narrow field of education is to develop an understanding of the genetics and physiology of living organisms and of the relationship of living organisms to one another as well as the physical environment.*

*Courses in Narrow Field 0109 Biological Sciences develop skills in:*

- *analysing and interpreting biological data*
- *analysing the factors effecting the growth and reproduction of living organisms*
- *examining cells and tissue to determine their structure and function*

*This narrow field comprises the following detailed fields:*

*010901 Biochemistry and Cell Biology*

*010903 Botany*

#### **010905 Ecology and Evolution**

*010907 Marine Science*

*010909 Genetics*

*010911 Microbiology*

*010913 Human Biology*

*010915 Zoology*

*010999 Biological Sciences, n.e.c. (not elsewhere classified)*

*Exclusions:*

*Medical biology. This is included in Detailed Field 019901 Medical Science.*

Where there is no match with a Detailed field, it is *possible* to use the most suitable Narrow field, such as Environmental Studies or Biological Sciences above; but one should always seek the best fit for the unit (subject) material.

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**2. Where the classification does not provide for a discipline specifically, and the discipline could be included under a number of ASCED codes within the classification system.**

In this case classification needs to be a balanced decision, taking into account all close possibilities.

- If the *examples* provided under the most probable Detailed field are close to the discipline under consideration, then that Detailed field is likely appropriate.
- If the *examples* provided under the most probable Detailed field do not cover the discipline under consideration **and** there is no reasonably close match elsewhere in the ASCED classification system, the discipline may be considered a new example of that Detailed field.
- If the *examples* provided under the most probable Detailed field do not cover the area or discipline under consideration **but** there is a reasonably close match elsewhere in the ASCED classification system, use the latter.

Several examples in the general area of Animal Husbandry may be useful in demonstrating these principles. The following units might *superficially* be considered under the ASCED - **050105 Animal Husbandry** (topics being important in intensive management of animals).

AGR1ANS – Animal Systems

AGR2PNU – Principles of Nutrition

AGR2PDA – Physiology of Domestic Animals

AGR3ANM – Animals and Mankind

AGR3ANN – Animal Nutrition

**050105 Animal Husbandry**

*Animal Husbandry is the study of the intensive management of animals, their training, handling, care, breeding and rearing.*

*Examples of subjects in this detailed field include:*

- *animal grooming*
- *artificial insemination and other breeding techniques*
- *beekeeping*
- *animal hygiene and nutrition*
- *zoo keeping*
- *equine management*

AGR11ANS, Animal Systems, falls into category (a) above in that the unit (subject) material is close to the ASCED descriptors for **050105 Animal Husbandry**.

AGR21PNU, Principles of Nutrition, is a *general* nutrition unit. The textbook prescribed involves human nutrition. Thus it must be classified under Health - **069901 Nutrition and Dietetics**

**069901 Nutrition and Dietetics**

*Nutrition and Dietetics is the study of the nutritional and dietary needs of humans.*

*Examples of subjects in this detailed field include:*

- *nutritional assessment and evaluation*
- *food intake measurement*
- *nutrients and metabolism*

AGR22PDA, Physiology of Domestic Animals, is another example of (a) above in that animal physiology is specifically included under **010915 Zoology**.

**010915 Zoology**

*Zoology is the study of animals and insects.*

*Examples of subjects in this detailed field include:*

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- *animal anatomy*
- *animal behaviour*
- *animal embryology*
- ***animal physiology***
- *animal taxonomy*
- *entomology*

AGR32ANM, Animals and Mankind, is an example of (b) above – it is not a close match with animal husbandry, but it is not specifically included elsewhere; thus it may be assessed as a generalised extension to Animal Husbandry.

AGR32ANN, Animal Nutrition, also covers nutrition, *but* is directed toward Animal Husbandry dealing with intensive rearing of animals for food and fibre, *animal* nutrition (in a population approach), breeding and animal care.

Thus depending on the circumstances, '*Examples of subjects in this detailed ASCED field include...*' may be added to where there is no more appropriate code elsewhere. Before the examples provided for each code in the ASCED classification system, there is a general description of material to be included under that code. This should be considered when deciding whether it is appropriate to include other possible examples.

### 3. Where classification of the discipline is difficult due to the mixed content or multi-disciplinary nature of a unit.

In such cases the most relevant ASCED code should be used.

For example, a unit (subject) that includes disciplines such as Recreation (50%), Culture (25%), Environmental Observation (25%), should be classified as **092199 Sport and Recreation not elsewhere classified**. The order of topics and the emphasis in the unit (subject) description often assist when making such an assessment.